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No. 2

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SOUTH AFRICAN LIBRARIES

The Official Organ of the South African Library Association

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No. 2

THE LIBRARY AS AN EDUCATIONAL INSTITUTION

THE LIBRARY is, or should be, essentially an educational institution. And as such, it is subject to many of the vicissitudes to which educational institutions are exposed.

The historical process is roughly as follows. A need arises in the society which the institution serves. There is general dissatisfaction and complaint. Something must be done. Experts get together on the question and an investigation takes place. Recommendations are made as to how this institution should meet the need. Everybody agrees that the required reform is a "good thing". Yet the history of education shows that it takes at least a generation before this reform is incorporated in the practice of the institution. The library, just like the school or the university, suffers from this *time lag*. Many years often elapse between the general approval and acceptance of an idea and its realization in practice.

So it will also be with the standards in the South African library service, which constituted the main theme of the Conference in Durban this year.

These remarks are made to console the librarian and to show him that he is not unique in suffering frustration due to the slowness with which practice measures up to standards, even after everybody has lauded these as "good things".

The objective is clear enough, namely, *how can the library function most effectively in the lives of the people?* And the librarian sets up his standards in order to realize this objective.

The problem for the librarian is, however, how to reconcile his ideals with *what is possible*. What is possible is determined by hard facts – facts of financial resources, the availability of competent man-power, and, more often than not, the general cussedness of human beings. These are often rather intractable circumstances.

Of course, it is easy to become apathetic through the disheartening effect of these circumstances. If a librarian gives way to this, he is no true librarian ; in other words, he is no true educator. To be a true librarian or a true educator, he must be able to set up and maintain a fruitful tension between his *ideal*, i.e. his standards, and what is *possible*. Thus he will arrive at what may be called *optima*, i.e. the best possible results which can be achieved with the available resources.

The good librarian will therefore find himself in a situation of continual tension or a tug-of-war in which he is pulling at one end and a rather intractable set of circumstances (in which bureaucratic individuals play a part as well as the sheer lack of resources) is pulling at the other end.

Of course, there are up-to-date techniques which can aid him, but above all he needs

vision and courage to win this tug-of-war. These are considerations which should be kept in mind in the selection and training of librarians. Imagination and a willingness to serve almost with a sense of mission are qualities on which a premium should be put.

As part of the general thesis mentioned above, and not unconnected with the devising of standards, there is the further problem: Should the library lead or follow the public taste?

The majority of the population have little education beyond the three R's, and if left to themselves will demand from the librarian little more than the three S's, namely *sensation*, *sentiment* and the *sordid*.

To a certain extent the library's position is similar to that of other forms of mass communication like the press, the cinema and the radio. These cannot go too far beyond what the public wants in educating the public taste. The process must be a gradual one.

The task of the librarian is, however, more difficult in providing that fruitful tension in the right direction, because the library is not a primary producer of reading matter. It can only distribute what exists and often is faced with the lack of just those books which will provide the next step in the gradation of leading the public up to a higher plane of taste. It is here where the co-operation of the school, the university and even of the cinema and radio is needed in building up a demand for better standards.

The democratizing of the library service has brought new demands and set new standards for libraries in their selection, cataloguing, display and distribution of books, and above all, in the qualities desired from the personnel who work there.

A few examples of this democratizing of the library will suffice.

Take the case of the free library and of the development of the open shelf system. The free library came in the face of the almost absolute universal experience of mankind which was supposed to prove that human beings value only what costs them something and despise what is free, even if it is fine.

Dorothy Canfield Fisher in her book *Why stop learning?* tells us in a very vivid way how the open shelf system, by which people were granted free access to the books, went in the face of those conservatives who prophesied that

frightful ravages would occur amongst the defenceless books if the rabble were turned loose amongst them. The custodians looked at the innate badness of human nature and prophesied that the books would be stolen wholesale and wantonly mutilated. How could any watch be kept on people wandering freely among the bookshelves? And if no watch was kept, of course the books would be stolen.

Actual experience showed, however, that the innate badness of human nature accounted for an infinitesimally small percentage of loss amongst the books, probably no greater loss than we find on our own private shelves at home, caused by ordinary human carelessness.

The democratization of library services brought about considerable change also in the library profession itself. In the olden days the profession of librarianship had as fixed and rigid a high-choker idea of its personal dignity as the profession of arms. Dorothy Canfield Fisher describes its attitude as follows:

"The librarian of the older generation felt himself a gentleman and a scholar set to guard books against the depredations of other gentlemen and scholars. It was not his business to try to urge books on people. The only people who could possibly profit by reading were those who knew enough and had leisure enough to go to the library and to look for the books they wanted as long as was necessary. Safe in the eighteenth century sat those dustily dignified gentry, with their dusty unused books about them. One look at them was enough for the new prophets drunk with the divine wine of a new purpose and with a sansculotte enthusiasm for the sort of people who had always been sedulously kept out of libraries. Straight away from dust and dignity they ran, out into the brilliant, garish twentieth century where they picked up for their own use, the keenest tool modern commercialism had invented, advertising. 'But, wait', cried from both sides the natives of commercialism and the advocates of dignity, 'Hold on. You're making a mistake. Advertising was invented to make money with ... to persuade people to buy more goods.'"

"I don't care what it was invented for", cried the modern librarian joyfully, "I'm going to use it to persuade people to read more and better books."

The above movement describes the transition from the librarian as custodian to the position of the librarian as educator. The library has become primarily an educational institution. As such it has a good deal in common with the university.

The university's functions have been summarized by the three C's. The university is there to *communicate* knowledge, to *create* new knowledge through research, and lastly to *conserve* knowledge. Many people regard the function of the library as synonymous only with the third aspect of university work. If that were so, the library would be merely a morgue of dead books. I feel that, like the university or like the school, the library should put itself out to communicate knowledge, as well as to conserve the sources of knowledge.

In many ways the library can also contribute to the creation of new knowledge, in so far as it makes available to workers on the frontiers of knowledge the sources from which they can create further knowledge.

As an educational institution, however, the library goes far beyond the school or even the

university. While the main impact of the latter on human beings is confined to a limited number of years in the individual's life, the modern library with its development of children's libraries deals with a life-long process and provides solace even to people in their old age.

These are aspects of a more or less general nature in the light of which library standards have to be worked out. Added to this, South African library services have to meet the rather peculiar needs of our rural population which is dominantly Afrikaans, and of our non-European population which presents many new and complicated problems.

Consideration of all these factors points unmistakably to one overriding conclusion, and that is that we in South Africa need the highest possible standards in the selection, training and emoluments of librarians. Given these, the other aspects will be taken care of, particularly if the profession realizes its educative function.

E. G. MALHERBE

TITELBESKRYWING

Coetze, P. C., Louw, J. P., en Aschenborn, H. J.
Titelbeskrywing. Kaapstad - Amsterdam, A.A.
 Balkema, 1956. 15s.

Inhoud: (1) Die katalogus. (2) Herskepping van die titelbeeld. (3) Stabilisering van die hoofwoord. (4) Normalisering van die hoofwoord. (5) Katalo- gisering van vervolgpublikasies. (6) Analitiese ver- wysing in die naamkatalogus. (7) Lys van afkort- ings. (8) Afkortings vir getalle. (9) Alfabetiese re- gister.

Hierdie eerstelingwerk op sy terrein in Afrikaans is heelwat meer as 'n katalogiseringskode. Afdeling een bied 'n omskrywing van die soorte katalogi wat in biblioteke aangetref word. Afdeling twee verskaf reëls vir die herskepping van die besonderhede van die boek op die katalogus-inskrywing, terwyl afdelings drie en vier volledige reëls bevat i.v.m. die keuse van die hoof waaronder die inskrywing in die katalogus gemaak word. Besonder nuttig is die reëls (afdeling 5) i.v.m. die katalogisering van vervolgpublikasies terwyl afdeling ses, waarin analitiese newe-inskrywings behandel word, besondere voordele bied aan die katalogiseerder wat die reëls net so wil aanvaar of wat dit met ander prakteke wil vergelyk.

Hierdie werk verdien beslis die aandag van bibliotekaris. Dit sal in 'n volgende nommer van die S.A.B. vollediger bespreek word.

AFRICAN STUDIES IN THE UNITED STATES OF AMERICA

by

DAVID JOLLY

Assistant Librarian, Charles Deering Library, Northwestern University, Evanston, Illinois

WITHOUT DETAILING the many reasons for it, the tremendous rise of Africa's importance in the world economic and political scene is one of the outstanding facts of post-World War II history. In the United States interest has zoomed to unprecedented heights. An indication of this heightened interest may be found in two quite unrelated statistics — in 1948, the *New York Times Index* contained 6 columns under the general heading "Africa"; in 1955, the same Index contained more than 27 columns under the same heading. The latest Report (1954) of the External Research Staff of the State Department for Africa lists 185 individual research projects going forward mostly at the doctoral or post-doctoral level.

It was only natural that Africa — so large, so important, so unknown — would become one of the areas of concentrated study in American Universities and Colleges. The first such area study was the "Program of African Studies" of Northwestern University, Evanston, Illinois. Others were later announced at Boston University, Massachusetts; Howard University, Washington D.C.; and Roosevelt University, Chicago, Illinois. In addition to these area programs, both the Hoover Institute and Library and the Food Research Institute of Stanford University, Palo Alto, California have a special interest in Africa.

Though these programs and institutions differ in administrative structure, organization, staffing, and the like, all are agreed that the development of library resources to support the program is essential. It is these developing resources of Africana which will now be described — and for convenience in the order listed above. In all cases up-to-date figures have been graciously supplied by the librarians of their respective institutions.

Northwestern University's interest in Africa dates back to 1927 and was originally centred in

the field of Anthropology. Late in 1948, under the capable direction of Professor Melville J. Herskovits, Head of the Anthropology Department and internationally famous scholar, an Interdisciplinary Committee on African Studies was formed and the Program, limited to Sub-Saharan Africa, launched. Successive grants from the Carnegie Corporation enabled the Program to expand considerably. Later on, the Program received a generous Ford Foundation grant for its support, part of which was specifically budgeted for library development.

Northwestern's holdings in Africana number more than 12,000 volumes and are being added to at the rate of 1,500 per year. Over 200 periodicals, 15 newspapers, and 775 government serials on Africa South of the Sahara are currently received. A large collection of maps — over 2,000 sheets — has been assembled and catalogued for use. A large collection of historical and decorative maps of 17th and 18th Century Africa is also available. All African music reproduced on long-play records are part of the collection and may be heard on a high-fidelity sound system equipped with a special speaker for concerts and group listening as well as with head-phones for individual listening and study. The collection is especially strong on the Congo as a result of the Library's purchasing a large part of the library assembled by Mr. Fuchs, a former governor of the colony. Hence, on hand are a file of the *Official Gazette* of the Congo Free State and a complete set in all fields of the publications of Musée du Congo Belge. Particular strength should also be noted in documentation of British East and West Africa, African Art, linguistics, travel, and ethnology. A large collection of foreign dissertations, mostly English, has been assembled on microfilm. Currently an effort is being made to expand holdings of creative and other works by African authors in the vernacular as well as in European languages. A

growing collection of pamphlets now numbers nearly 600.

The library contains a number of rarities – early editions of Dapper, Ogilby, Bruce, Tuckey, Serpa Pinto, Sparrman, etc. Complete sets of such series as NADA and the publications of the Van Riebeeck Society are available, and the library subscribes to all current reprint series such as the Oppenheimer series. An unusual acquisition is a complete set of the Basutoland National Council *Proceedings* (in Sesuto) from 1910 forward – this is perhaps the only complete set in the world.

Some time back, the library accepted the Farmington Plan assignment for Africa South of the Sahara and north of the Union. Under this plan an effort is made to obtain at least one copy of every book, monograph, periodical, or serial of research value regardless of where published.

Boston University established its African Research and Studies Program in 1953 under the direction of William O. Brown, Professor of Sociology and formerly for a number of years in charge of the "Africa desk" in the Department of State. The program comprehends all of Africa, and is supported by a Ford Foundation grant. Part of the grant is used to assist in paying for library acquisition of African materials.

In the three years of its existence at Boston U., a substantial beginning has been made toward collecting Africana in support of the program. Inasmuch as important resources in the local community in the fields of anthropology and ethnology are available, Boston has assigned priority to the development of socio-economic materials. At present the collection includes approximately 2,500 books and pamphlets. Subscriptions to 134 journals and 12 newspapers (10 of them from Africa) have been placed. The documents collection contains 300 titles mostly on British territories in Africa. A collection of maps – small but growing rapidly – has been established. Among the unusual items in the collection are some 500 pages of unpublished ethnographic notes compiled by George Schwab, author and mission teacher for over forty years, among the Basa tribes of the French Cameroons.

In developing the collection, special attention has been paid to materials on linguistics, natural history, demography, problems of in-

dustrialization and labor relations, and the status of women and children. To date the part of Africa least represented in the library is Egypt.

Librarians will be interested in the article by Mary Herrick and Adelaide Hill (Associate Librarian and Administrative Assistant for the Africa Research Studies Program, Boston University) entitled "Problems of bibliographical control for an area research program", *College and Research Libraries*, July 1955, p. 291–5. The article describes an "African Oriented Index" to Boston's collection wherein topics are listed in alphabetical order, and beside the topical entry is added the Library of Congress Classification number indicating where in the library materials on the topic will be shelved.

Howard University, a federally supported university for Negro students located in the nation's capital, has established an Inter-Departmental Program of African Studies primarily at the master's level. The program is directed by Dr. E. Franklin Frazier, distinguished American sociologist, is supported by a modest grant from the Ford Foundation, and is concerned essentially with Africa South of the Sahara.

The African collection at Howard contains upwards of 6,000 cataloged books and pamphlets. The library subscribes to 215 periodicals concerning Africa. Some 35,000 pages of African newspapers (representing about 50 titles) are available and a number of manuscripts by Africans are on file. A picture and newspaper clipping file is a growing adjunct. Books are collected in all western languages and in a number of vernaculars – particularly Yoruba and Hausa for West Africa and Swahili, Xhosa, Sotho, and Zulu for East and South Africa. A number of 17th and 18th Century rarities, mostly travel books, are contained in the collection. An unusual feature of the Howard collection is the number of African writers (over 300) whose works are grouped by country of region. Many of these African authors are generally unknown in the U.S. Mrs. Dorothy Porter, Supervisor of the Negro Collection at Howard, reports that a handbook of the collection is in preparation and that the African section will soon be ready.

Howard University students also have access to the rich holdings of the Library of Congress, our nearest approach to a National library,

whose collections are as extensive in range as they are impressive in depth. L.C., as it is affectionately called by most American librarians, has entered into many exchange relationships the world over and also has available the services of the Publications Procurement Offices attached to our embassies, thus providing it with unusual acquisitions aids.

Roosevelt University in Chicago offers a Bachelor's degree with a major in African Studies. Eight courses are offered for this major sequence ranging from beginning Ethnology to Race and Culture Contacts in West, East, South and Central Africa. Library materials have been assembled to support the courses of instruction. Catalogued volumes number fewer than 1,000 and are strongest in materials on Rhodesia. Particular attention is being paid to acquiring materials on the Central African Federation area. A collection of several hundred pamphlets is also available to students in African Studies.

The *Hoover Library* on War, Revolution, and Peace was founded by Herbert Hoover in 1919 to preserve and organize for use materials gathered on a world wide basis concerning contemporary international affairs. Situated on the campus of Stanford University, Palo Alto, California, the library and the Institute it serves are housed in their own building which was completed in 1941. The monumental tower contains 14 stack levels for books and for the Herbert Hoover Archives.

Mrs. Ruth Perry, African Curator, Hoover Institute and Library, recently spent a considerable time as a Fulbright scholar in England and West Africa to strengthen and develop Hoover's Africa collection. Most recently she published *A preliminary bibliography of the literature of nationalism in Nigeria*.

Hoover's acquisition policy for the area of Africa South of the Sahara has been focused on current political, economic and educational

developments, and native policy. In addition efforts are being made to complete periodical files and sets of basic laws. Parliamentary debates and official gazettes are subscribed for. The general collection on Sub-Saharan Africa numbers approximately 5,000 volumes in addition to government documents, and periodical and society publications. Seventy-seven periodicals including official gazettes are received currently. Events taking shape in South Africa have led Hoover to document that area with publications of all political parties.

On the same campus in 1921 the *Ford Research Institute* was established under a grant from the Carnegie Corporation to study the production, distribution, and consumption of food. In 1953 it received a substantial grant from the Ford Foundation for a study of the economic development of Sub-Saharan Africa. The library of the Food Research Library centres on the fields of food and agriculture, and the librarian estimates that the African collection fills 75 feet of shelf space. Thirty-nine periodicals on Africa are received regularly as are official government publications for such countries as the Belgian Congo, French West Africa, Nigeria, and British East Africa. Researchers at F.R.I., of course, have access to the Africana holdings in the Hoover Library. The two African collections complement one another with some duplication.

In addition to the foregoing, other libraries in the United States with notable African holdings include the *Peabody Museum of Harvard University* with its strong collection of anthropology and ethnology; *Widener Library* at Harvard which continues to build up its collection of Afrikaans language and literature and Congo languages; the *Missionary Research Library* at the Union Theological Seminary with its large collection of mission reports and related materials; and the *New York Public Library* with its impressive Schomburg Collection of Negroana and its holdings in African languages.

AUDIO-VISUAL MATERIAL IN THE CAPE PROVINCIAL LIBRARY SERVICE

by

DR. HELEN L. OPPENHEIM

WITH THE INTRODUCTION of audio-visual material the library is adapting itself to meet a development which in our own life-time has brought a complete change in reading habits and the general attitude towards the book and the library. We all know only too well that there is growing up a generation – a new potential reading public – with an intellect and imagination fed to saturation point on inferior films and commercial radio, with a few comics and magazines thrown in for good measure. To the library in the accepted sense this public is lost. These people can no longer read books ; they belong to what has been called "that vast layer of illiterates who can read and write". Their imagination is filled with ready-made visual and acoustic impressions, and they have lost the faculty of transforming the printed word into an image. (This, incidentally, has made things very easy for many writers. They no longer waste time describing their heroine because they know that they can depend on the ready-made image in their so-called reader's mind when they just write : "She definitely was the Rita Hayworth-type".)

This our new public is the first fruit of the great audio-visual revolution which has rocked to its foundation the old-fashioned habit of reading books, by the powerful onslaught of mechanized media. Twenty-five years ago, in his *Brave New World*, Aldous Huxley predicted this development with an accuracy which comes as a shock to-day ; he then already said of the children : "They'll grow up with what the psychologists used to call an 'instinctive' hatred of books . . . They'll be safe from books all their lives." How true that prophecy has proved! While preparing these notes I saw a report from Canada where a schoolteacher had arrived at the conclusion that reading and writing should be abolished as children learned faster and better through pictures and the spoken language than by reading. He suggested that television, recordings and picture teaching

could entirely replace the need for written language and he concluded : "Literature could be taken out of books and put on the stage, recorded and filmed."

So it is no exaggeration to speak of the great audio-visual revolution. This revolution, of course, did not just happen because some technical inventions – the film camera, the radio – had been made. No invention is ever made unless there is a demand for it. Film and radio would not have made such enormous strides, had they not filled a vacuum caused by over-dependence on the printed word. One might say that at the beginning, film and radio did no more than restore some of the elements which had been lost with the invention of printing. But this process of restoring the balance between visual and acoustical elements against the printed word soon got out of hand because of its mechanization. The black-and-white silent film and the radio – the purely optical and the purely acoustic medium – began to move towards each other : film added sound and colour and 3-D, and the radio became colour-television, and it is to be feared that they will continue moving and changing until one of these days they meet and merge into one single super-colossal audio-visual monster.

Importance of local environment

Now it is obvious that the effect of this onslaught by film, radio, television etc. varies according to the local conditions by which it is met. Naturally a country with a highly developed cultural and artistic tradition has stronger powers of resistance and will not be overwhelmed in the same manner as a culturally less developed one, like Canada or South Africa.

South Africa does not possess many of the protective traditional elements which are taken for granted in most countries in Europe. South Africa has never known real theatre – as a matter of fact it generally underrates the importance of theatre in the cultural life of a

nation ; South Africa has little or no tradition of art appreciation, while in Europe visits to art galleries, to old churches, to plays and concerts have their definite place in the scheme of general education. Cultural development in South Africa is furthermore slowed down by that phenomenon which Toynbee calls "the amazing present difference in cultural level between various extant societies".

Thus South Africa is hit by the full force of the contemporary audio-visual revolution because she lacks traditional cultural protection. Fortunately, South Africa does not lack all protection — after all, there are the libraries! And it is up to us to find ways and means of strengthening the position of the library and adapting it to stand, almost single-handed, as defender of cultural values against the audio-visual revolution.

Meeting the challenge

How can the library meet the challenge ? The first possibility is to counter the audio-visual attack with audio-visual weapons — not, as the Canadian schoolteacher suggests, by replacing books with audio-visual material, but by adding the new technical means — films, for instance, or language records — to the library's standard equipment.

The second possibility is the strengthening of those cultural elements which have proved the best protection against the audio-visual revolution. We are at present trying to use both methods here in the Cape Provincial Library Service. We call them all together "Audio-Visual Services", as if they were one and the same thing. We must, however, not overlook the fact that we are really concerned with two entirely and essentially different ways of approach when we speak of library films on the one hand, and of art and music appreciation on the other.

In using films and related media, the library undertakes to counteract audio-visual powers with audio-visual weapons. The obvious question is : Does the library by adding some audio-visual material to its standard equipment, stand a chance against the combined powers of commercialized film and radio ?

I think we need not be too pessimistic. When we use audio-visual material in the library as a weapon and a remedy, we have one tremendous advantage over all the other purely audio-visual media : we have the books! Our audio-visual

services do not stand on their own, they should not stand on their own ; their full value is realized only if at all times and in all circumstances they are connected with the book, link up with the book, lead up to the book.

Audio-visual library services only then justify their existence when they succeed in guiding a public — conditioned by too many inferior films, radio programmes, illustrated magazines and comics — towards all that information, understanding and inspiration which can be found in books, although so many people no longer know how to find it. Since they have become used to the speedy and concentrated information and the ready-made image which the film supplies, let the library by all means utilize the film as a short-cut, as long as this short-cut is a way to the book.

The library film

The first rule we have laid down for the library's film previewing committee is that a film is suitable for library use only if it possesses at least one quality which cannot be conveyed by books. That does not necessarily establish superiority of film over book ; it is more than likely that the book will contribute additional information on the subject once the interest is awakened by the film. Film and book are not interchangeable ; they are not substitutes for each other but are a suitable library tool whenever they complement each other.

A film is wasted in the library if it does not act as guide to a book. That, after all, is the only essential difference between library film and "bioscope". The linking up of film and book will be one of the most important tasks of the librarian once the film has taken its place as normal library equipment, and it is a task well within the range of present training in librarianship.

Art reproductions and recorded music

From this same point of view — the librarian's training — it is easy to see why the second group of the library's audio-visual material — the material for art and music appreciation — is completely different in its demand. It cannot be considered a general library tool in the same sense as the film or the speech record, but is a specialized service, developed for specific conditions in this country and unsuitable for another country with fully developed cultural facilities.

With the collections of the best available

reproductions of famous paintings, and of long-playing records of classical music, the library undertakes to serve the needs of a public, mainly in the rural areas, a public which has never seen the original of a great painting and is not likely ever to see one; nor will it ever go to see and hear a great orchestra and soloist – to say nothing of an opera performance. We are fully aware that even with modern reproduction techniques and with high-fidelity recordings no print and no record can ever come anywhere near the original work. But we also know that the large art print and the long-playing record come nearer to the original than any illustration or analysis which the book can offer.

Need for skilled guidance

Our real problem is not the collecting of this material but its distribution and utilization in a manner which opens up to the individual user and borrower a new cultural and artistic understanding.

We know only too well that it is not enough to supply the material and then expect people to take it to their homes and appreciate it. There are, naturally, always some people who are already familiar with the music and the pictures and who will have the benefit we are aiming at, but we must keep in mind that a much larger group does not know anything of art and music. They are the people in whom we are vitally interested and for whom we must plan our services so that we meet their requirements. In whichever way we are going to introduce the art and music appreciation material to the public – one thing is obvious, and that is that it will make a great additional demand on the librarian.

One can easily guide people in the choice of books, films and related material by giving a brief description. If there is one criterion for art and music, it surely is that their essential qualities cannot be described. You must see a picture and you must hear music. That means that the library which distributes art reproductions and gramophone records must, first of all, enable people to see as many of the pictures and hear as many of the records as possible. In short, the fully developed library with audio-visual services becomes also picture gallery and concert hall – a fair enough demand if the library claims to be a cultural centre – and no longer such a fair demand if the library does

not employ an audio-visual librarian. There are no audio-visual librarians yet; thus we cannot expect the non-specialist librarian to handle the art appreciation material in the proper, that is, specialized manner. Therefore – during an intermediate stage while audio-visual librarians are being trained, or should be trained, it becomes necessary to distribute the material to the libraries in such a manner that the non-specialist librarian can handle it adequately.

Centralized control

This can only be done by some kind of centralized remote control. The greatest attempt in this direction has been the Unesco exhibition scheme under which two groups each of 50 art reproductions – one old and one modern – have been sent to all corners of the earth, accompanied by little booklets which give on five or six pages condensed information on each picture. This experiment was described by one expert as "most useful – because it shows how not to do this kind of thing". From our – the library's – point of view the Unesco scheme does not work because it is obviously not enough to send to any library and non-specialized librarian an oddly assorted group of art prints with little labels, saying such-and-such painter, time, national school etc., and then to expect people at the receiving end to appreciate art.

And yet the central idea of showing pictures to the public is, of course, the only right and the only possible way towards art appreciation. If the non-specialist librarian is to be in charge of such an exhibition – and furthermore, expected to connect it with a display of books, and deal intelligently with possible enquiries – then the character of the exhibition will have to be adapted for this specific purpose. The one weakness of the Unesco scheme appears to be that it covers far too large a field; and the other is the fact that its very brief notes on the pictures introduce terms as "Renaissance", "Spanish School", "Impressionism" etc., which do not convey anything to a completely untrained public. If we want people to look at pictures, then we should not complicate matters by introducing strange technical terms.

For that reason Cape Provincial Library Service intends introducing pictures in the much less ambitious manner of small thematic exhibits – simple subjects like "Landscape", "Children through the Ages", and so on, to

make people look at pictures unburdened by any reference to technical and historical terms. Then when they have selected a picture because they like it, the most essential information will be supplied – in the fully developed scheme together with bibliography.

Need for training specialists

But even with a simplified scheme of introducing art reproductions – and similarly of grouping gramophone records under a thematic rather than historical aspect – the weak link in the scheme at this stage will be the handling

of the material by the non-specialist librarian, and the training of audio-visual librarians will become a most urgent demand in the near future. Such specialist audio-visual librarians will be faced with the great and satisfying task of utilizing the art and music material by linking it with the book, the film and all the library's facilities for the one purpose of leading the people to art appreciation, and thus strengthening the library's position as the decisive cultural factor in the life of the nation.

[Correspondence and discussion on the points mentioned by Dr. Oppenheim will be welcomed - Ed.]

NEW DEVELOPMENTS IN LIBRARY EQUIPMENT

THE RECENT APPEARANCE of some products on the local market which have been brought to my attention may be of interest to other South African librarians :

Floor lacquer

For libraries which have no electric polisher or cleaning staff a new synthetic resin lacquer should prove of great use. The lacquer has a bright hard surface, does not stain and it is claimed that one polish every six months is all that is necessary. This is being exhaustively tested in the City Engineer's Department in Cape Town with, so far, excellent results. Boiling water has been poured on the lacquered floor with no effect. Application is somewhat complicated with three coats following each other at 24 hour intervals and a final drying and hardening period of about 4 days. The lacquer cannot be applied to wax or oil painted surfaces until this has been removed by sanding and a water stain is then applied, if desired. It is said to be equally effective on concrete.

Impregnated mop

This looks like a mop with a hand broom handle and appears to be specially useful for library shelves as the mop part is impregnated with a chemical which absorbs the dust instead of merely dispersing it to another part of the library. The makers

claim that all that is necessary is to wash the mop every three months and then re-impregnate it with the chemical mixture. The chemical contains an insect repellent and an insecticide and is also disinfectant.²

Copying machine

A local firm has recently imported an infra-red copying machine which has earned much praise in American library literature³. The document to be copied, together with a special stencil, is simply fed into a box-like machine with a belt feed inside. As the paper goes in, a delicate pin trip automatically turns on the lamp which goes off again as the original and copy come out. Maps, pictures, newsprint can all be copied, but for obvious reasons the machine cannot be fed with books, magazines or newspapers. Only single sheets can be inserted and no coloured typewriter ribbons or ball point penwork can be reproduced. The price of the stencils, which are available in quarto or foolscap sizes, is reasonable.

BRYAN HOOD

¹ Rely Paints, Paarden Eiland (Flooroglaze).

² Brybutch and Co., 82-84 Kings Road, Pinetown, Natal ("Magi Mop").

³ Garlicks Office Equipment Co., St. George's Street ("The Secretary").

PROVINSIALE BIBLIOTEEKDIENSTE, 1955

deur
D. L. EHLERS

VERGELYKENDE STATISTIEK VIR DIE JAAR 1955

	Kaap	O.V.S.	Natal	Transvaal
Aanvang van diens	1951	1950	1952	1945
Aantal streke	4	3	3	8
Aantal boekwaens	4	3	4	10
Boekevoorraad	292,500	239,994	217,921	711,807
Aantal openbare biblioteke	42	65	31	77
Aantal depots	125	120	144	502
Sirkulasie van boeke	536,909	1,008,121	1,042,357	2,449,148
Ledetal	27,728	39,154	32,097	104,921
Plattelandse blanke bevolking (1951-sensus)	684,925	192,418	110,213	467,956

K O M M E N T A A R

MET DIE AANNAME van 'n nuwe biblioteekordonnansie (no. 4 van 1955) kon die *Kaapse Provinciale biblioteekdienst* 'n nuwe begin maak. Behalwe die drie bestaande streke, is die streek Kaapstad ook bedien, terwyl personeel aangestel is vir nog vyf streke waarvan die hoofkwartiere sal wees Robertson, Stellenbosch, Mosselbaai, Beaufort-Wes en George. Vir die eerste keer is audio-visuele materiaal aangekoop en aan die end van die jaar was daar reeds 86 films, 626 plate en 1101 kunsafdrukke in voorraad. Hierdie provinsiale biblioteekdienst aan nie-blankes op die platteland is nog steeds die grootste in die Unie en van bovermelde 27,728 lede was 6,004 nie-blankes wat altesaam 106,832 boeke uitgegneem het.

In die *Vrystaat* het nog vier stadsrade aansoek gedoen om by die biblioteekdienst aan te sluit. Daar is nou nog net twee stadsrade wat nog nie aan die diens behoort nie.

Natal het sy diens aan nie-blankes uitgebrei. Die syfers vir hierdie deel van die diens is nie by bovermelde syfers ingesluit nie. Aan die end van 1955 was daar 13 nie-blanke depots met 'n ledetal van 946 en 'n boeksirkulasie van 7,869.

Belangrike ontwikkelings het in die *Transvaal* plaasgevind. Die Provinciale Administrasie het besluit om die biblioteekdienst uit te brei na dorpe met 'n blanke bevolking van minder as 25,000. Voorheen was dit 10,000. Ook is in beginsel besluit om mettertyd die diens uit te brei na dorpe met 'n blanke bevolking van minder as 50,000. Dat hierdie nuwe beleid verreikende implikasies vir die biblioteekdienst inhoud, behoeft geen betoog nie.

Daar is besluit om in die toekoms kunsa-drukke, films en grammofoonplate aan te koop en aan die publiek beskikbaar te stel. Diens sal ook voortaan aan provinsiale hospitale in Pretoria verskaf word.

Plattelandse boekweke oor kuns en kuns-waardering deur middel van 'n Unesco-uitstalling van kunsafdrukke en spesiale sprekers is op 20 dorpe gereël met bemoedigende resultate.

Vier streekbiblioteekgeboue, nl. dié op Ermelo, Middelburg, Nelspruit en Pietersburg was gedurende die jaar in aanbou. By die Uitvoerende Komitee is aanbeveel dat die geboue vernoem word na bekende Suid-Afrikaanse skrywers of hulle werke wat gewoonlik met die betrokke streke in verband gebring word.

In die loop van die jaar het ses dorpe by die diens aangesluit.

BOOKS AND COCKROACHES

AN ATTEMPT TO COPE WITH THE MENACE

by

BEATRIX H. ROBINOW

Medical Librarian, University of Natal

EACH AREA of the world seems to have its own particular problems with regard to the care and preservation of books : too much moisture in the air, or too little ; too much heat or not enough ; and everywhere different kinds of marauding insects.

In Ibadan, according to the Librarian of University College, in notes originally printed for the *Library Record* in 1950 and 1952 and reprinted in *Guide to the Library*, the same cockroaches and bookworms flourish that live in Natal, but their chief enemy seems to be mould or mildew caused by damp. The librarians thus concentrated their energies on producing an insecticide which would discourage mould as well. Extensive experiments were conducted and a very poisonous solution found and used which seems to kill or repel the insects and also prevent the formation of fungus as well in most cases.

On the Natal Coast our position is slightly different. Mildew, although found, is not the main problem. It usually occurs only on leather-bound volumes which are not often used, on books left untouched in glass cases, and on the mounts of pictures framed under glass. Bookworms and cockroaches are, however, a constant menace.

Book-worms, not known anywhere else in the country, can do a great deal of destructive damage and outbreaks of bookworm depredation in little-used sections of a library must be guarded against all the time. Routine inspection of all the shelves seems to be the best measure : whenever worms are found the books are immediately treated with a "bookworm fluid" which destroys the larva, and, we hope, protects the book against further infestation. The fluid produces such strong fumes that it is most unpleasant to use, and since it also discolours the pages slightly it cannot be recommended that all new books be treated as a preventive

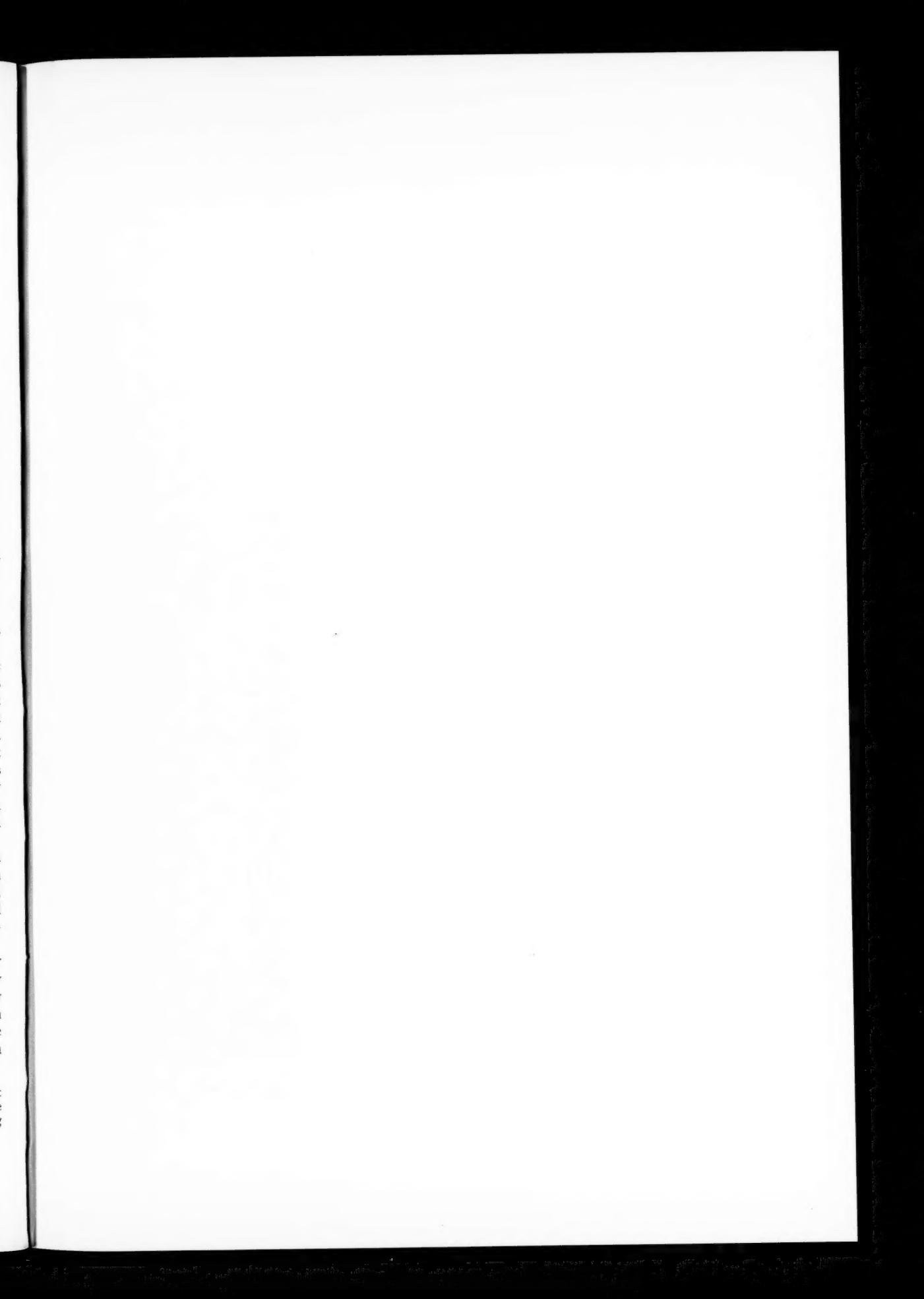
measure. We do not want all our books to have this strong chemical aroma and yellow stain. If a reader handling a treated book should touch his eyes or mouth or the skin of his face, the touch would cause pain and discomfort. Constant guard and prompt treatment of infested books do seem to keep the pest down.

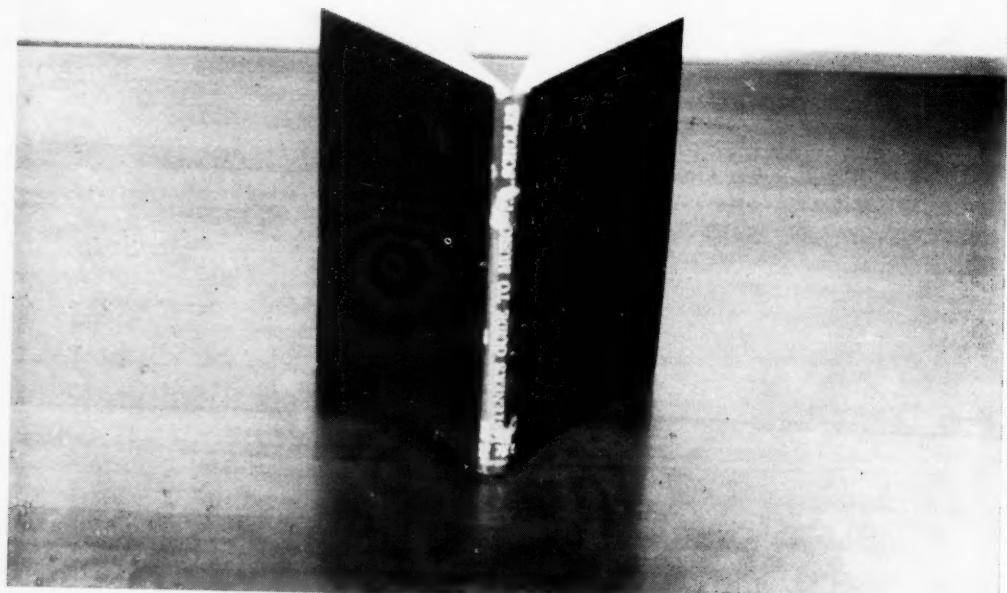
The depredations of cockroaches are probably the most annoying of all in our libraries. A great many different varieties abound all over the Natal Coastal Region and attack books with undiminished vigour and distressing effect ; they eat the starch or glue in the cloth bindings, and the first impression to the uninitiated is that the book has been left out in the rain : there are patches of discolouration all over the cover. Not every book is affected : the insects seem to have strong preferences. I have not been able to discover any guiding principle : it seems that some publishers or printers use a kind of "size" in the cloth which does not attract cockroaches : probably an antiseptic is added. It is in any case not possible to know beforehand which book will be taken and which spared : more than half the books are potential victims.

In 1953, in a series of experiments conducted by Prof. I. Gordon in co-operation with an Edinburgh bookbinding firm, it was found among other things that "book cloth proofed against termites does not offer sufficient protection against cockroaches".

Sustained efforts are made to rid the library of insect pests in any case - this probably accounts for the fact that silver fish are hardly ever seen. Spraying of shelves and dusting with insect powder is done regularly, but we have long ago found out, that, like the Bilharzia snails, there are always a few left.*

* Dr. C. H. Barlow, talking about snails in Egypt at a meeting in Pretoria in 1951, said : "The control would cost you, say, £5,000,000 to bring





BOOKS AND COCKROACHES : PREVENTIVE ACTION

R. Kirk

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In any case, even if we could be sure that there were no insects in the library, the books are still an easy prey as soon as they are removed from the library by borrowers. The worst offenders are not the students, but members of the staff : in some of the teaching departments there are incubating rooms which seem to breed particularly large and ravenous specimens of cockroach. Books have been returned to us with their titles completely eaten away and even the boards dropping off. Since medical books are invariably expensive – one of the worst-attacked was a new book just purchased for £9. 17s. od. – it was urgently felt that prophylactic measures had to be taken : we have to protect the *books* as well as the Library.

A further inducement to trying to find a solution was the fact that we have enquiries almost daily from medical people and others : What do you do about cockroaches ? How can I protect my own books ?

Various plans were considered. Plastic book-covers have been produced in South Africa and tested by the Bureau of Standards, and they seem quite satisfactory for some purposes. We were afraid, however, that such covers would keep in the damp and encourage the formation of mildew between cover and book : in Durban plastic food bags develop mildew and a musty smell arises very soon if they are used for sandwiches and school lunches. Moreover, they would be expensive to buy for hundreds of books and several sizes would have to be stocked. We would want to keep them on the books permanently and not just slip them on when the books are borrowed, as many commercial lending libraries do.

Just at this time one of the departments in the Medical School imported some cans of a liquid acrylic spray to protect drawings and slides from dust, damp and dirt. This we tried on the books, and although it dried hard and with a pleasant surface it was not entirely satisfactory : it is difficult to spray an even thickness of film on to the book, and we were not sure whether it was effective. Some of these treated books were attacked again afterwards, probably because uneven spraying left thin

the snail population down to around 2 per cent to 3 per cent and to eliminate that last 2 per cent or 3 per cent will cost you £120,000,000".

patches. One of the members of the staff who used this spray is convinced that it attracts cockroaches.

It seemed better to find something that could be brushed on. The first and second kinds we tried were clear varieties of what is known as the "cellulose finish" on cars. Both were easy to use and dried quickly, but tended to become "tacky" during the hot damp weather. To test this we placed the treated volumes between paper-bound pamphlets on the shelves, where they were found to stick to the paper slightly. Although they did not stick to one another it was decided to look further for a more satisfactory medium.

It was at this stage that the name of a liquid plastic preparation was mentioned to me by Mr. C. E. Tyson, of the Durban Municipal Library. This material, called *Bourne Plastic*, is made in Johannesburg and sold as a finish for floors and furniture. We obtained a sample from the local agents, painted selected books with the mixture, and subjected the books to all kinds of tests. It was found to brush on quite easily with a one-inch brush on most kinds of cover, and to be dry enough to handle in about half an hour. By the next day the surface was hard and the books could be shelved : they do not stick to paper covers. The mixture is made rather thinner than the consistency recommended by the manufacturers for floors ; up to twice the amount of "thinners" is used for easier brushing.

Two cockroach tests were done :

1. Two identical volumes were taken, of a kind known to be appetizing to the insects : one was treated and one left untreated and both were exposed in a cockroach-infested room. The result is shown in Fig. 1. (see illustration).

2. One small book had cockroach marks after one day in the library. The library is not heavily infested, and books are usually attacked only when left on tables and not shelved. This book had marks along the spine, since both the sides had been protected by other books. This proved that this was the kind of binding to which the cockroaches are partial. The book was then treated and careful note taken of the existing marks. Two large living cockroaches were sealed into a pamphlet box with the book and left for ten days. When the box was opened, the

cockroaches were still alive but no further damage had been done to the book (Fig. 2).

We have now planned to treat all our new books as each collection is ready for the shelves, at the same time using up each prepared batch of solution by doing a number of volumes from older stock as well. The books dry on a "washing line" for about half an hour and can be left up-ended on tables until the next day, when they are shelved. When brushing on the mixture, care must be taken with gold lettering or ornaments on the cover, and also the class number marked with the electric stylus : these should be handled carefully and quickly and not rubbed hard since the outlines of letters and numbers may be blurred.

Unfortunately we still do not know whether coating the covers in this manner is going to protect the books against book-worm : this is much more difficult to test.

The scheme would probably not be feasible for a large library : we found it very helpful in a small scientific library of rather expensive publications, and also as a means of protecting private collections. The actual cost of the material used works out to about a penny per volume calculating from the price per gallon. Smaller quantities cost more. This cost does not include time and labour : in a large library one or two people might have to do this painting as a full-time work.

THE JAGGER BEQUEST

AT HIS DEATH the Hon. J. W. Jagger bequeathed to the Council of the Diocesan College ("Bishops") as Trustees, sums of £20,000 and £5,000 respectively, the interest on which was to be used in the first case in the purchase of English books and publications for the libraries of schools in the Union, and in the second, in European Training Colleges for "promoting pure standard English . . . and the worthy rendering and performance of great English authors (especially Shakespeare)". In terms of this bequest the Council established the Jagger Bequest Committee, of which the late Dr. O. J. S. Satchel was Secretary for many years. Two Cape librarians, Mr. R. F. M. Immelman and Mr. D. H. Varley, are at present serving on this Committee.

So far as books for school libraries are concerned, it is the policy of the Committee to invite applications for books to the value of £10 (formerly £7) selected from a printed list of 700 compiled for this purpose. Schools, excluding primary schools, are dealt with by Provinces in rotation, regardless of race ; the choice of books for Bantu schools is subject to the approval of the Department of Native Affairs

(Bantu Education). Books chosen are well-bound and stamped "Jagger Bequest".

The scheme was initiated in 1933. In 1955, books to the value of £10 were granted to each of 143 schools : 139 European High Schools in the Cape, 2 Native Secondary Schools in the Transvaal, 1 Native High School in the O.F.S., and 1 Native Secondary School in Natal. The Provinces are dealt with in the order : Cape Province, Transvaal, O.F.S., Natal. In 1955, as in the previous year, the Committee's income was augmented by a sum of £350 from the Abe Bailey Trust.

With the development of school library services in each of the Provinces the immediate need for books of the type envisaged by Mr. Jagger will be lessened, but in the meantime the Bequest Committee has enabled many school libraries throughout the country to build up their collections, while keeping in mind the purposes of the founder. All enquiries concerning the work and activities of the Committee should be addressed to the Secretary, Jagger Bequest Committee, Diocesan College, Rondebosch, Cape.

UNIVERSITY LIBRARY PROGRESS

JANUARY 1955 TO JULY 1956 *

by

S. I. MALAN

Potchefstroom University

GENERAL

IT IS EVIDENT from accounts received from all over the country that the phase of sudden growth of our university libraries experienced since the ending of hostilities in 1945, has not yet ended. Phenomenal expansion of library collections, accelerated by generous gifts, progressive extension of library services, reorganization of existing facilities and an absolute optimism for the future characterizes all these developments.

At the University of Cape Town the April-May 1956 celebrations in commemoration of the 50th anniversary of the founding of its central Library, were a landmark not only for that university but also in the history of university libraries in South Africa, as it has the oldest separate university library building in the country. A series of displays was arranged in the Jagger Library designed to show the library's treasures in many different fields. An evening reception was held to which some 350 people were invited. To mark the event the Chief Librarian, Mr. R. F. M. Immelman, compiled a well-illustrated history (1829-1955) of this library which was issued by the Library's Photographic Department, (see p. 47 in the present number of *S.A.L.*).

As a part of the *University Towns Festival* in 1955 the University of the Witwatersrand Library had several exhibits on display illustrating not only the resources and services of the Library itself but also the history of the University.

It seems to be a coincidence that several South African associations, which for many years have housed their book collections in university libraries, have suddenly decided to

pass these collections on to the libraries concerned.

The University of Cape Town reports that the *United States Information Collection* which, since the closing down of the *United States Information Library* in Cape Town in 1947, was housed by them in the Hiddingh Hall Branch, has been withdrawn and has passed into the custody of the Cape Town City Library Service. It is now housed in the Long Street Branch of this latter library.

The amalgamation of the library of the *Royal Society of South Africa* (which has been kept as a separate collection by the University of Cape Town Library since 1906) with the University Library is now well under way. This collection consists of approximately 9,000 volumes of scientific journals.

At the University of the Witwatersrand Library a collection of several hundred bound volumes of newspapers formerly on loan from the *Transvaal and Orange Free State Chamber of Mines*, has been transferred to the library's collection.

Since 1925 this latter library has also housed the library of the *South African Association for the Advancement of Science*. Early in 1955 an agreement was reached between the Society and the University, whereby the Association's library of approximately 6,000 volumes was transferred to the custody of the University under certain conditions.

EDUCATION FOR LIBRARIANSHIP

The present crying need for trained library personnel has led to the establishment of one additional centre for the training of librarians, while two other universities are seriously considering the establishment of such facilities.

* This report has been compiled from information provided on request by the university librarians.

The Potchefstroom University established a Department of Library Science at the beginning of 1956 offering a one year post-graduate professional course leading to the *University Diploma in Library Science* and a two year course leading to the *Lower University Diploma in Library Science*. Both these courses have already been fully accepted and equated by the Civil Service Commission as being on the same level as the final and intermediate courses respectively offered by the South African Library Association.

The University Librarians of Stellenbosch and the Witwatersrand report that the preliminary stages for the establishment of departments for the training of librarians have now been passed. It is the intention of the latter University to offer a one year post-graduate professional course.

REORGANIZATION

As long as there are libraries reorganization will probably be a standing feature of their many and diverse activities. This statement is no less true of university libraries, judged by the reports received.

After the disastrous fire in 1949, the Library of the Potchefstroom University considered the making accessible of its new collection its immediate task. As this gargantuan task could have been accomplished within so short a time (the collection is already touching the 100,000 volume mark) only if done on a temporary make-shift basis, its major task now is to recatalogue and reclassify the entire collection. To make this task even more complicated, an Afrikaans list of subject headings has had to be compiled for its projected dictionary catalogue before complete cataloguing is possible. This list will eventually form the basis of an Afrikaans Subject Heading List. It is the Library's intention eventually to publish this list, thus fulfilling a request made by the S.A.L.A. at its 1948 Conference.

The University of Stellenbosch Library reports reclassification of its collection from Library of Congress to Dewey Decimal Classification.

The Rhodes University Librarian reports steady progress in the reclassification of its entire collection, which is now being done according to the 15th edition of the Decimal

Classification. In its reorganization programme government documents, with the exception of those on education, will be housed in a separate room.

LIBRARY ACCOMMODATION

After the rush to erect new library buildings, there now seems to be a calmer period ahead as all the university libraries are fairly well accommodated.

As an extension of the Merensky Library the University of Pretoria is erecting a new block which will double the present library facilities.

Rhodes University is extending the library premises within the main university building. These measures are necessary to provide more spacious accommodation for the *Cory Library for Historical Research* and the law collection.

At Cape Town University a space survey is currently being undertaken in its central library in order to provide increased seating accommodation and a general improvement of reading room conditions. This University contemplates the erection in the near future of a building for the School of Architecture, which will also accommodate a library.

DONATIONS

A major feature of most of the reports received is the large amount of material presented and several substantial monetary gifts made by benefactors to our university libraries. Unfortunately space does not allow the enumeration of all these donations.

Two presentations to Potchefstroom University are worthy of mention. Dr. A. Hertzog, M.P., son of the late General J. B. M. Hertzog, presented in person to this Library the General's law library supplemented by his own, in which Roman and Roman Dutch law is especially well represented. The room housing this collection is now named the *Hertzog Law Seminar*.

Many librarians will recall the fine collection of *Dutch children's books* which travelled the country for some time. This collection was finally presented in person by Mr. P. Korthuys from the Dutch Embassy, to the last named University Library, where it serves a useful

purpose in the training of teachers and librarians.

An outstanding presentation of papers, diaries and other documents of the late Senator Sir Walter Stanford (1850-1933) was made to the University of Cape Town Library by Mrs. Ruffel of Elgin. Sir Walter Stanford was Native Commissioner in Pondoland in the 1870's, later Chief Native Commissioner of the Transkei and in the years preceding Union, Secretary for Native Affairs in the Cape. After Union he was Senator for 23 years. His diaries and correspondence cover the period 1870-1933 and consist of some 2,000 documents.

The University of the Witwatersrand Librarian reports the presentation of £3,000 by the well-known firm of Messrs. Reunert and Lenz Ltd. which is to be used for the establishment of a *Theodore Reunert Collection* in the main Library "to provide engineering staff and students with books of a type which would otherwise not be available to them".

The University of Natal Library has received from Mrs. F. A. E. Powell £1,100 "for the purchase of early or significant works illustrative of the history of science and engineering", while Mrs. Ida Cartwright presented to this Library not only pen and ink sketches by John Martin, the early Victorian painter, but also a valuable collection of diaries, manuscripts, sketch books, diplomas and early maps which belonged to her grandfather, Dr. W. Guybon Atherstone.

Several University libraries received from Her Majesty's Stationery Office in Britain sets of the *House of Commons Journal*, and most of them report generous presentations by the Governments of almost all foreign countries represented in the Union.

PUBLICATIONS

From the pens of university librarians have come a number of outstanding publications while other noteworthy projects are well on their way. For lack of space unfortunately only a few of these can be discussed here.

Pride of place should be given to the cataloguing code in Afrikaans¹ written by Dr. P. C. Coetzee, Librarian of the University of Pretoria,

¹ Coetzee, P.C. and others. *Titelbeskrywing*. Balkema, 1956, 15s. (announced elsewhere in this number: see p. 31).

and his colleagues J. P. Louw and H. J. Aschenborn. This is the first publication in Afrikaans on library cataloguing and deserves the special attention of all librarians.

Mr. R. F. M. Immelman, Librarian of the University of Cape Town, has been prolific in producing amongst other works not only the previously mentioned *Historical Development, 1829-1955* of the Library of the University of Cape Town but also a well received history of the Cape Town Chamber of Commerce, 1804-1954 entitled *Men of Good Hope* (Cape Town, Chamber of Commerce, 1955).

Worthy of mention is the *Summary of theses and dissertations of Potchefstroom University*, an annual publication projected by that University's Library commencing 1957, and the continuation of *Robinson's Catalogue of theses and dissertations accepted by South African Universities* which is being compiled by Mr. S. I. Malan in collaboration with the Library of the Potchefstroom University. The intention is to cover the period 1942-56 and to issue annual supplements.

LIBRARY BINDRIES

Library bindries seem to have become necessary evils at our universities. Four universities now have their own library bindries, the University of Stellenbosch having established one recently. Some of the other universities are still considering the establishment of bindries and will no doubt follow soon owing to the difficulties encountered in sending material to outside bindries. The University of Cape Town is considering the expansion of its library bindery.

SPECIAL ACCESSIONS

University libraries in South Africa are steadily but very surely building scholarly collections which up to a few years ago hardly existed. By the addition of such noteworthy items as the *Inscriptiones Graecae* (15 volumes), the *Corpus Christianorum* (eventually to consist of 175 volumes), and the *Canterbury Psalter* (in facsimile) to the University of Cape Town Library collection, and the acquisition of an *Hora*, a mediaeval manuscript from the South of Holland, by the Potchefstroom University

Library, further milestones on this road have been passed.

PHOTOGRAPHIC SERVICES

The University of Cape Town Librarian reports the installation in their Photographic Department of a photo-litho plant, "the first 'amateur' plant in South Africa", which makes its own negatives, uses pre-sensitized plates, and then runs them off on its own offset duplicator. This process has already been used in the production of two publications, one of which is the *African Court Calendar for 1808 (Willem Hiddingh Series, No. 6)*.

PERSONALIA

For lack of space it is impossible to reproduce here the names of all new appointments, trans-

fers and resignations. A few may however be appropriate.

Both the University of the Witwatersrand Library, and South African librarianship as a whole, lost a valuable colleague when Miss E. Schumann left the Library and the country for good, on the occasion of her marriage.

Miss L. E. Taylor was appointed Sub-Librarian of the University of Cape Town in January, 1955, while Mrs. R. M. Wertheimer (née Jacobs) from Canada succeeded her as Assistant Director of the School of Librarianship.

Mr. S. I. Malan, Librarian of the University of the Orange Free State accepted an appointment as Senior Lecturer in Library Science at the Potchefstroom University. He was succeeded as university librarian in Bloemfontein by Mr. F. J. Potgieter.

WITHOUT COMMENT

THE FOLLOWING is the "blurb" of Katharine Diehl's recent book *One librarian* (1956): "A sparkling vignette of the one-man library and its librarian. This is librarianship as it is in the vast majority of small libraries - seeing that the waste baskets are emptied, experimenting with new techniques, selecting equipment, building the new building, and the development of a philosophy of librarianship."

POST-GRADUATE BURSARY FOR LIBRARY STANDARDS RESEARCH

THE S.A.COUNCIL for Scientific and Industrial Research has recently advertised six post-graduate bursaries for research to be undertaken in the C.S.I.R. laboratories in any of 30 fields, one of which is: Standards for special scientific, technical and medical libraries in South Africa (i.e., standards of size, finance, buildings, book stock, personnel, processing, etc.).

The bursaries are worth £400 a year each, tenable for one year at a time, and renewable on certain conditions. This is the first time that bursaries have been offered in South Africa for research into subjects relating to library techniques and organization.

THE LIBRARY OF THE UNIVERSITY OF CAPE TOWN

HISTORICAL DEVELOPMENT, 1829-1955 *

Review article by

H. L. MAPLE

University of Natal

UNTIL 1918 there was no University of Cape Town and it was the prestige and dignity implied in the name "university", together with the greater resources and higher educational aims of the new institution which brought into being the present university library system.

The old South African College was a typical product of Cape Town. A spirit of genial humanity, combined with a determination to assist boys and youths to obtain the best possible education seems to have animated those who "kept the library idea alive" between 1829 and 1918. The teachers of the College were from the beginning given the title of professors. For many years the three professors had between them to cover the whole range of knowledge.

What kind of library could grow up under such conditions? Professor Ritchie, writing of the year 1905 says: "The College had hitherto been very miserably equipped with anything worthy of the name of library." This was the opinion of a scholar and a pioneer of the future university. It is doubtful whether his predecessors or the founders of the College ever seriously envisaged the institution of a single library housed in a separate library building. In 1829 the Secretary of the new College asked the public for donations of "classical, instructive, or amusing books" for the purpose of establishing a library. We believe that Mr. Maskew was acting in accordance with the spirit of the request and of the public's reaction when he made the first contribution: Blair's *Sermons* and Young's *Night Thoughts*.

Books acquired by the College in the course

of the century, by gift or purchase, seemed to come under the influence of a centrifugal force which drove them into classrooms or departmental libraries. Students were encouraged to buy books and to make discreet use of professors' private libraries. The bookcases purchased in 1859 to contain Sir George Grey's gift were embellishments to the Senate Room rather than the nucleus of a central library.

Library developments during the 1890's showed that the teaching body was satisfied with departmental libraries. Its view was supported by the Cape Education Department, which contributed to the cost of maintaining these libraries. During this period it is true that examination results rather than culture were required from the College. Nevertheless, the personality and ability of its professors raised the College's reputation until by 1900 it was beginning to devote itself exclusively to post-matriculation work.

Professor W. S. Logeman, like his colleagues a strong individualist, applied his Dutch thoroughness and his English love of order to the library problem. Between 1894 and 1905 he "manfully undertook the task of collecting and cataloguing as many of the books" scattered among the various departments "as he could, in a room set apart". In 1905 Senate thanked Professor Logeman heartily for his voluntary work in connexion with the library, made over to him the old Zoology Lecture Room and the books and shelves from the Senate Room, and bade him carry on and accept the position of Honorary Librarian.

At the same time the library of what became in 1908 the Royal Society of South Africa was transferred to the College. In 1897 arrangements had been made whereby the South African Public Library, that glorified gentleman's

* By R. F. M. Immelman, University Librarian, University of Cape Town. xi, 97 p. Text reproduced by offset duplicating. Cape Town, the University, 1956.

library, gave special privileges to College students. These two events, both intrinsically important, afforded also a foretaste of a much later arrangement, inter-library co-operation, which has been a great stimulus to South African intellectual progress.

The Hiddingh Hall library, opened in 1911, was in reality a monument to the *ancien régime* which had persisted for 82 years in its efforts to do without a library having a local habitation and a name. Romance may have flourished on its stoep and Terpsichore may have enlivened its upper floor. The library, on the ground floor, had a mediaeval appearance, derived from its meagre proportions and its gloomy teak alcoves. It faced broadside on to the South Easter. In 1910 the first paid library assistant in the College's history was appointed. His initial salary of £40 per annum grew reluctantly until when he died in 1933 it amounted to £250. We are apt to forget the days when library assistants were underpaid, despised, and sweat-ed drudges. Mr. Harvey is happily the only example in the history of the University of Cape Town library of such an unfortunate. His memory is worthy of respect.

The immense task of building the new University on the Groote Schuur site absorbed the energies of the authorities for over ten years. In the architect's plans only the outline of a pro-posed library building was shown. It was re-markable how little was known about library planning and equipment in Cape Town in the late 1920's. "The Exeter Hall!" exclaimed the Rev. A. P. Bender, a sound critic, on his only visit to the new library building. The dis-advantages which in the early days of the Jagger Library seemed to militate against efficient administration and supervision have since been overcome or forgotten. The Rev. G. F. Parker, the first salaried University Librarian, who succeeded Professor Logeman in 1920, had no doubts about the brightness of the future when, with his two assistants and Paul Jones he moved his headquarters to the new building in 1931.

When he laid its foundation stone in 1929

the Minister of Education spoke of the lib-raries of Dutch and other European universi-ties. Mr. Jagger appeared to disagree with this approach. The library to which he had given so much, which afterwards received his name, was essentially and historically a child of Cape Town.

Mr. Immelman records the names of many benefactors of the library. Some gave money, in large or small sums, others gave books or items of aesthetic or historical interest. It is pleasant to be reminded of such past and present friends in these days of large, soulless, but essential government grants and of insati-able special collections. Although the university libraries contained at the end of 1955 284,390 volumes (this figure includes books, journals, blue books and theses – a reprehensible jumble!) there has been no question of reverting to the obsolete conception of a huge collection of books *quād* books. The total in fact represents the holdings of various functional libraries – the Jagger Library, the Royal Society's Library, the Medical Library, the Hiddingh Hall library, the Music Library, the Bolus Herbarium, etc.

Mr. Immelman's brochure provides an ample and inspiring preliminary survey of an intricate subject. I can think of only one serious omission. No reference is made to the part played by the first Principal of the University in determining its library policy. I remember Sir Carruthers Beattie coming to the library in 1932 to see an exhibition of pictures of Rhodes. Without a glance at the pictures Sir Carruthers went to the window of the up-stairs room in which they were displayed and while studying the view of the Cape Flats and beyond talked to me for an hour of Rhodes and his visions. The university was one of his visions, the creation of leaders of men and the development of a prosperous and happy South Africa were others. Then, with a sigh, Sir Carruthers walked straight out of the Jagger Library. Neither he nor his friend Rhodes had many illusions about the value of book-learning.

ROUND THE PUBLIC LIBRARIES

*A review of some Annual Reports **

RECENT REPORTS from *Bloemfontein* Public Library, the City Library Service, *Cape Town* and the *Durban* Municipal Library¹ not yet having come to hand, we begin our alphabetical sequence with *East London*, where the most important event of 1955 was the initiation of negotiations between the Library Committee, the City Council and the Provincial Administration for the establishment of free library services in the City. A survey has been undertaken by the Cape Provincial Library Service, and £5,000 has been placed on the estimates by the City Council as an earnest of its support for the proposed developments. Considering the size and importance of East London (European population, 43,411, non-European, 47,195), these developments are long overdue, and little can be done with the present expenditure of £3,525, of which the local authority has hitherto contributed a mere £250 a year. If the Provincial offer of 50 per cent subsidy is accepted, great developments may be expected in this library during the coming two or three years.

In our review of the *Germiston* (Carnegie) Public Library report for 1953-54 we suggested that the next report, the first after the establishment of the Library as a municipal department, should record substantial recovery from a depressing situation. Improvements in grading and salaries have in fact helped to stabilize the staff position and a 50 per cent increase in the book-vote has enabled the Librarian to refurbish his stock; but the increase in book circulation is surprisingly small - less than 4 per cent, partly through the chronic lack of accommodation in which to display the improved stock. The record of membership raises a point of interest. Apparently, 28 per cent of Germiston's population are registered borrowers, and of this 12 per cent are children. This would seem to indicate that excluding

babes-in-arms and the elderly, something like 5 out of every 10 potential readers are not library users. Can this be right?

Grahamstown is a long-established Cape centre where a public subscription library has flourished for more than a hundred years. It is therefore a little surprising to read only in its 114th annual report (for 1955) that "it seems that a separate department may be desirable to look after the interests of the children"; but this is a sign of grace, and there are hopes that before long the Municipality will have agreed to take over the library, with book service from the Provincial authorities. £305 was spent on buying new books for Grahamstown during 1955.

The 1954-55 report of the City Librarian of *Johannesburg* (European population (est.) 357,100) records "the best year since 1938-39", with two major branch libraries opened in rented premises (at Hillbrow and Parkhurst),² a new travelling van on the road, new rolling stacks to accommodate an additional 30,000 books in the Central Library, and an administrative spring-clean which has led to a redistribution of duties and smoother and more economical functioning of the whole library system. The installation of an Ozalid copying machine has facilitated the work of the Reference Department, to which 11,328 volumes were added during the year. Mention is made of notable acquisitions, including a further number of modern private press works, and progress was again made with bibliographical "exploitation" of the library's now extensive resources, through the *Index to South African periodicals* (a boon to us all), an index to pictures of South African interest in the *Illustrated London News*, a useful index to African tribes, a selective list of some 130 "classics of Africana", and Mr. Kennedy's own "Shipwrecks on and off the coasts of South Africa".

A significant activity in the Lending Department was the writing of 17 radio scripts for

* Cp. *S.A.L.*, 23 (2), 55-57, October 1955.

¹ The City Librarian, Durban, states that his department is no longer publishing printed annual reports for general information. The last was for 1954, the library's Centenary Year.

² A third branch in its own building was opened at Rosebank during 1956. See *S.A.L.*, 24 (1), 19-20, July 1956.

the S.A.B.C. "Young ideas" programmes, made up of brief reviews of books suitable for adolescent readers.

Of the eight non-European library service points, the City Librarian remarks that three times as many books were added in relation to turnover as to the European libraries; the libraries were staffed by non-European three times as numerous as that for Europeans, in relation to turnover, and efforts were made to publicise the service through the schools and other agencies; "yet no improvement in membership and circulation" was reported. "The best that can be said of the non-European libraries is that they provide opportunity for the few able to benefit from them. For the mass of the people it must be recognized that they will not use books for pleasure until there has been a considerable advance in their economic and social condition."

As usual, the report is equipped with full and informative statistical tables, showing a total bookstock of 634,249; registered membership equivalent to 24 per cent of the European population; book circulation of 2,291,552 to Europeans, and 110,028 to non-Europeans; and an expenditure, excluding loan charges, of approximately £170,000.

Like East London, the local authorities at Kimberley have requested the Provincial library authorities to undertake a survey and estimate the cost of free library service in the municipal area. Meanwhile the report for 1955 records an increase in membership, improvement of the Afrikaans stock, encouraging activity in the children's department, and a welcome doubling of the municipal grant to £1,000.

The report of the Krugersdorp Public Library for 1954-55 refers to the Library's Golden Jubilee celebrations, held in November 1954, and to the unveiling of the Maude Dendy Memorial Collection, but no indication is given of the nature or extent of this collection. During the period under review there was a drop in membership and in the circulation of books. The Committee is considering changes that may enable the library to qualify for financial assistance from the Transvaal Provincial Administration.

At Pietermaritzburg the reforming zeal of the librarian of the *Natal Society's Library* shows no signs of abating, and in 1955 the number of borrowers and books borrowed both showed a healthy increase. During the past two or three years special attention has been paid to

the effective discharge of the library's functions as a library of copyright deposit, and a grant of £2,500 was received for this purpose from the Natal Provincial Administration in 1955, to be still further increased in 1956. The local Corporation also increased its grant-in-aid.

Strenuous efforts were also made by the librarian and an *ad hoc* committee to raise funds and interest for a library to serve the three non-European groups in the City.

At Port Elizabeth, the second largest city in the Cape Province, the seeds sown at the Association's Conference in 1955 are beginning to sprout. A library survey of the City's needs is under way, and when the financial implications are clearer, the City Council will consider whether or not "P.E." will join the company of progressive municipalities administering modern library service with generous Provincial support. The report of the Library Committee for 1955 shows a keen awareness of the position. Incidentally, the reproduction of a painting of Castle Hill as it was in 1855 is a happy addition to this 107th annual report of a library with a fine record of service over the years.

It is some time since we reviewed the report of the *Queen Victoria Memorial Library* at Salisbury, Southern Rhodesia, which is experiencing a period of comparative "boom" under the chairmanship of the Federal Parliamentary Librarian, Mr. Norman Wilding. The number of subscribers in 1955 reached the 3,000 mark, the City grant was to be more than doubled (£2,500) in 1956, and discussions continue to range interminably about the future of the overcrowded building and site. It is encouraging to note, by the way, that a Library facilities committee has recently submitted recommendations to the Southern Rhodesian Minister of Justice and Internal Affairs on the basis of the Carnegie Survey carried out in 1950. In such a progressive environment as contemporary Rhodesia, libraries can no longer be left out of the social picture.

The registered membership of the *Springs Public Library*, has long been one of the highest, in relation to population, in the country. Although it showed a decrease in 1954-55, it was still 45.7 per cent of the European total (i.e., 16,786 out of 36,700). The circulation figures showed a decrease calculated by your reviewer at 10,298, but recorded rather oddly in this report as 298! The proportion of fiction circulated - 92 per cent - is inordinately high,

and one wonders whether the expenditure on this type of service is really justified. Two activities are of interest at this library : its municipal reference service (based on the example of the Johannesburg M.R.L.) ; and its efforts to secure items of local history, which have not yet rewarded the librarians in proportion to their diligence.

The 1955 report of the *State Library, Pretoria*, reports lack of funds and shortage of accommodation (despite the erection of new extensions, planned in 1934, now in progress). The Library is reported as possessing "329,000 publications, of which 194,000 are bound", and more than half uncatalogued. The categories of publications - books, pamphlets, periodical parts, maps, etc., are not specified. The number of works supplied on Inter-library loan show a slight decrease, reflecting perhaps the improvement in stocks over the country as a whole. Local circulation figures also show a decrease rather unexpected for a free service in a rapidly expanding city. As the report acknowledges, the establishment of branch library services in Pretoria is long overdue, and a report by the State Librarian is at present before the City

Council. Presumably the cost of such services will have to be met *in toto* by the Council, since it has been ruled that a State-aided library cannot at the same time receive funds directly from the Central Government and indirectly from the same source, through the Provincial Administrations.

Welcome improvements were the installation of a photo-copying apparatus and a microfilm projector ; and a further 4,274 items were added to the Smithsonian Collection of United States Government publications.

Postscript

A feature common to most of the libraries whose reports have been reviewed this year, is the re-adjustment and usually reduction of hours of opening. This has been due in large measure to the chronic shortage of qualified staff in all parts of the country, but also to a realization that it is uneconomic, in present circumstances, to incur heavy administrative expenditure at times when public usage is light.

D. H. V.

BOOK REVIEW

The Fifth and Sixth Library building plans institutes: *Proceedings of the meetings* (of the A.C.R.L. buildings committee) . . . 1955, edited by Walter W. Wright. Chicago, Association of College and Reference Librarians, 1956. (A.C.R.L. Monographs, no.15). \$3.25.

The practice of submitting library building plans to "institutes" comprising both librarians and architects, for friendly criticism and discussion, has now become well-established in the United States. In this volume the edited proceeding of two such Institutes are reproduced, together with plans and illustrations of the libraries under review.

The Institutes usually take the following form : an introductory statement is compiled and circulated

by the librarian and architect; this forms the basis of a verbal presentation of the plans, which are further illustrated by slides and other aids. A guest expert then makes a "clinical evaluation" and leads off into free-for-all discussion from the floor. From the discussions reproduced in this monograph, covering thirteen sets of plans in all, it is clear that a good and useful time was had by everyone, including the librarians and architects responsible for the individual planning. As appendices there are some comments on modular libraries by Angus Snead Macdonald, a list of select readings on planning college and university library buildings, and a bibliography relating to buildings in these categories for the period 1954-55. A stimulating and useful work.

DIE TRANSVAALSE ONDERWYSDEPARTEMENT BIBLIOTEEKDIENS

deur

MEV. E. C. GROENEWALD

Organiseerder, T.O.D. – Bibliotekdiens

Breeë agtergrond en ontstaan

REEDS OMSTREEKS die jaar 1910 het die Transvaalse Onderwysdepartement, alhoewel op nederige wyse, 'n aanvang gemaak met die voorstiening in die biblioteekbehoeftes van sy onderwysers en leerlinge. Vir onderwysers was daar die klein onderwysersbibliotekie, eers gehuisves in 'n afgeskorte gedeelte onder die huidige Raadsteekamer in die ou Raadsaal, en later in die stowwerge ou Union Bankgebou (nou gesloop om plek te maak vir die nuwe Proviniale gebou) in Pretoriusstraat. Vir skoolbiblioteekboeke is daar in 1910 die som van £180 beskikbaar gestel.

Hierdie beskeie dienste kon slegs in geringe mate groei totdat die Onderwysdepartement in 1947 besluit het om sy opvoedkundige biblioteekfunksie ten volle onder die oë te sien. 'n Opsienster van skool- en kollegebiblioteke is benoem wat ook 'n mate van beheer oor die onderwysersbibliotek moes uitoefen. 'n Daaropvolgende opname van die hele aangeleentheid het in 1948 bewys gelewer dat die bestaande dienste fragmentaries en ongekoördineerd was, en dat professionele benadering en peil ontbreek het. Omdat die onderwysersbibliotek gedurende al sy vroeëre jare van bestaan nooit oor die dienste van 'n opgeleide bibliotekaris beskik het nie, het dit ten beste gedien as 'n meganiese verspreidingsdepot van boeke wat nog doelgerig, nog met kennis, nog gereeld aangekoop is. Wat skoolbiblioteekorganisasie betref, het sommige hoërskole wel biblioteekkamers gekry en kon skole, indien hulle dit verlang het, van die beperkte jaarlikse toewysing vir die aankoop van skoolbiblioteekboeke gebruik maak. Die geboubeplanning was egter onwetenskaplik, en ten opsigte van die aankoop

van boeke was daar hoegenaamd geen leiding met opvoedkundige keuring nie met die gevolg dat skole merendeels die keuse van boeke aan boekhandelaars oorgelaat het. Geen wonder dan nie dat so min onderwysers bewus was van die bestaan van die onderwysersbibliotek en dat so min skole die verantwoordelikheid van 'n skoolbibliotek as iets anders as 'n tweedearangse ontspanningsentrum, aanvaar het.

Dit was dus duidelik dat indien die bestaande dienste tot 'n bate vir die onderwys omgeskep moes word, dit op onberispelik opvoedkundige peil gestel en doelgerig gekonsolideer, gekoördineer en aangevul moes word. Voorstelle vir die skepping van 'n organisasie waardeur hierdie doel bereik sou kon word, is dan ook sorgvuldig geformuleer en voorgelê.

Juis op hierdie tydstip het die Onderwysdepartement 'n poging tot die inlywing van sy onderwysersbibliotek (en, by implikasie, van sy skoolbiblioteekdienste) by 'n buitestaaande biblioteekdienst ten sterkste en met welslae bestry op grond daarvan dat dit sy eie onaanstbare plig en reg is om op sy eie terrein en op gespesialiseerde wyse in die biblioteekbehoeftes van sy onderwysers, leerlinge en studente te voorsien. Die besliste standpunt ingeneem, het die deurslag gegee tot die goedkeuring in 1950 verleen tot die daarstelling van die T.O.D.-Bibliotekdiens.

Samestelling

Die Bibliotekdienst, tans gehuisves in die geskiedkundige Staatsmodelschoolgebou, is 'n hegte organisasie. Dit bestaan uit twee afdelings ('n derde – 'n opvoedkundige museum- en aanskouingesentrum - word bygevoeg sodra ruimte beskikbaar is), t.w. die Onderwysbibliotek en die Skool- en Kollegebiblioteekafdeling wat 'n eenheid vorm omdat een en dieselfde doelstelling nagestrewe word, naamlik om die bruik-

* 'n Verwerking van 'n artikel wat in die *Bulletin* van die Transvaalse Onderwysdepartement, Maart 1956, verskyn het.

DIE TRANSVAALSE ONDERWYSDEPARTEMENT BIBLIOTEKDIENS 53

bare gedrukte woord en verwante materiale in en tot die onderwys en opvoeding uit te buit.

Hierdie organisasie, tot dusver die enigste van sy soort in die land en waaraan op hierdie tydstip sowat £130,000 per jaar bestee word (kapitale dienste uitgesluit), beskik oor personeel wat nie slegs opgeleide bibliotekarisse of onderwysers is nie, maar ook die dubbele kwalifikasies en/of ondervinding besit.

Dit is die beleid van die Transvaalse Onderwysdepartement dat geen persoon, hoe deskundig ookal op ander gebied, hom op professionele skoolterrein en in die intieme raamwerk

van die onderwysprofessione mag begewe nie tensy hy as onderwyser opgelei is. Daarom dan ook dat die onderwyskwalifikasie en, waar moontlik, onderwysondervinding as 'n eerste vereiste vir die Organiseerder, Assistent-organiseerder en Onderwyser-bibliotekaris van die Biblioteekdiens sowel as vir die Onderwyskollegedosente in bibliotekwese gestel word, en ook as 'n sterk aanbeveling vir die Onderwysbiblioteek- en Onderwyskollege-bibliotekpersoneel dien.

Die indeling van personeel is, in beginsel, soos volg :

T.O.D.-Biblioteekdiens

Organiseerder
Assistent-organiseerder

Onderwysbiblioteek

Bibliotekaris
Assistent-bibliotekaris
Junior assistent-bibliotekaris

Skool- en kollegebiblioteekafdeling

Onderwyser-bibliotekaris
Assistent-onderwyserbibliotekaris
Junior assistent-onderwyser-bibliotekaris

Tiksters
Bodes

Skool- en Kollegebiblioteekafdeling

Hierdie afdeling vorm die sentrale masjinerie vir die implementering van die departementele skoolbiblioteekbeleid wat lui :

„Dit is die beleid van die Departement dat elke skool sy eie selfstandige, gesentraliseerde skoolbiblioteek moet opbou sodat dit 'n integreerde deel van die onderwysstelsel en opvoedingsprogram van die skool uitmaak. Ten einde hierdie doel te bewerkstellig, moet boeke oordeelkundig uitgekies word om met elke skoolvak, met elke skoolaktiviteit en met gesonde belangstellings (potensieel sowel as aktueel) te korreleer, moet die skoolbiblioteek georganiseer word volgens opvoedkundige metodes soos voorgelig deur die Biblioteekdiens van die Departement, en moet leerlinge sistematiese lesse in Boekopvoeding ontvang. Geen leenbiblioteekstelsel mag hierdie eie skoolbiblioteek vervang nie.“

Met hierdie duidelik omlyne doel voor oë word die volgende funksies onder meer verrig :

1. *Algemeen*

Die Biblioteekdiens tree op as professionele

DOELSTELLINGE, OMVANG

EN FUNKSIES

Onderwysbiblioteek

Die nuwe Onderwysbiblioteek is 'n professionele organisasie wat alles in werking stel om nie slegs in die aktuele en uitgesproke behoeftes van die onderwysprofessione te voorsien nie, maar ook om die potensiële behoeftes daarvan te bepaal, te rig en te bevredig. Meganiese bediening het plek gemaak vir 'n aktiewe en denkende diens waarvan bibliografiese navorsing die basis vorm en wat daarop gemik is om kristallisatie in die onderwys kragdadig teen te werk. Alle onderwysers in diens van die Onderwysdepartement is outomatis lede van die Onderwysbiblioteek, die dienste waarvan kosteloos tot hulle beskikking gestel word. Die Onderwysbiblioteek dien verder as apparaat vir die afdelings van sy Departement en vir departementele kommissies.

Die voorraad wat nog beperk is tot 35,000 en 350 tydskrif-intekenings, word doelgerig en stelselmatig aangevul aan die hand van departementele beleid, leerplanne en ontwikkelinge.

skakel tussen die skoolbiblioteek en die Onderwysdepartement. Hy is die adviseur sowel as die pleitbesorger vir die verkryging en doeltreffende gebruik van skoolbiblioteek-fasilitete en -toekennings wat as vereistes vir 'n kerngesonde skoolbiblioteekorganisasie beskou word.

2. Keuringswerksaamhede

Die opvoedkundige keuringswerksaamhede van die Biblioteekdiens vorm die basis van alle skoolbiblioteekorganisasie in Transvaal. Met swak, ondoelmatige instrumente kan die skoolbiblioteek nooit sy regmatige aandeel in die onderwys en lewensopvoeding van die kind hê nie.

Die professionele keurders van die Biblioteekdiens verrig die volgende keuringsfunksies volgens opvoedkundige norme :

(i) Volle professionele beheer word uitgeoefen oor die besteding van die toewysings vir die aankoop van skoolbiblioteekboeke en -tydskrifte (skilderye en prente word op hierdie stadium namens die Biblioteekdiens deur die Kunssentrum behartig).

Die beginsel in die toewysingsbeleid behels, is van die grootste opvoedkundige betekenis in die opbou van Transvaalse skoolbiblioteke. Dit is die teendeel van 'n stelsel van meganiese, massa-voorsiening van boeke vanuit 'n sentrale depot waarteenoor die skool as 'n passiewe ontvanger staan. Deur die toewysingstelsel word elke skool wakker geskud en in staat gestel om sy eie skoolbiblioteek met eie initiatief op te bou volgens sy eie intrinsieke behoeftes en vereistes, sodat dit sy eie produk, sy eie werk, sy eie besit en trots sal wees. Vir die regverdiging van die toepassing van hierdie inherente opvoedkundige grondbeginsel van selfbelewing is dit seker nie nodig om hier die getuienis van 'n pragmatis soos John Dewey in te roep nie.

Die handhawing daarvan skakel egter hoegenaamd nie die noodsaklikheid van oordelkundige leiding en selfs van indirekte beheer oor die besteding van die toewysings uit nie, en ook nie van die tydelike boeklenings wat volgens individuele behoeftes vir gesette tydperke aan nuwe en ander hulpbehoewende skole vanuit die Biblioteekdiens beskikbaar gestel word nie.

Dit is die plig van die Biblioteekdiens om te sorg dat die toewysings op realistiese wyse met die vorderingspeil van ons skoolbiblio-

tekwese tred hou, asook dat elke boek en tydskrif wat aangekoop word geskik is vir die doel en by die ontwikkelingspeil en taalmedium van die leerlinge vir wie dit bedoel is, sal aanpas. Oor 'n gesonde balans tussen parate naslaanwerke, vak- en verhalende lektuur word noulettend gewaak. Voorligting en hulp met die opstel van geskikte lyste word ook voortdurend gebied.

Die huidige toewysingsbasis is die volgende :

- (a) *Aanvangstoewysing* (nuwe sowel as sekere bestaande skole) : Laerskole en laerafdelings van klas II-skole: £50+5s. vir elke leerling op register ; Hoërskole en hoërafdelings van klas II-skole: £100+7s. 6d. vir elke leerling op register.
- (b) *Jaarlikse toewysing* :
 - Laerskole en laerafdelings van klas II-skole: £10+1s. 6d. vir elke leerling op register ;
 - Hoërskole en hoërafdelings van klas II-skole: £10+1s. 9d. vir elke leerling op register.
- (c) *£-vir-£-toewysing* : Onbeperk. Hospitaalskole en -klasse ontvang spesiale toewysings.

(ii) *Die Boekegids*, 'n gegradeerde en geklassificeerde lys van verkrygbare, deeglik gekeurde en aanbevole boeke en tydskrifte, word halfjaarliks uitgegee en aan elke skool en kollege verskaf. Waar die Februarienommer kumulatief is (die jongste sodanige uitgawe bevat 6282 opgawes), is die Augustusnommer aanvullend en bevat dit ook artikels en inligting van belang vir die skoolbibliotekaris.

Die *Boekegids* vorm 'n wesenlike deel van die toewysingstelsel, want publikasies wat daarin verskyn, mag direk aangekoop word terwyl dié daarbuite voor aankoop goedgekeur moet word.

Ooreenkomsdig die departementele beleid waarvolgens elke skool die aktiewe, eerste belanghebbende in die opbou van sy skoolbiblioteek moet wees, word van skoolbibliotekarisse verwag om met die hulp van assistente en leerlinge self die voorbereiding van die aangekopte boeke te behartig. By gebrek aan voltydse skoolbibliotekarisse (in

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die vooruitsig gestel) weeg die foute wat insluip hoegenaamd nie op teen die opvoedkundige waarde van self-skepping nie. Die foute word egter op meer as een wyse die hoof gebied, so ook deur die *Boekegids* wat klassifikasie sowel as titelbeskrywing vergemaklik.

(iii) Volgens departementele beleid moet elke boek of tydskrif wat op skool- en koshuis terrein sowel as in die skool- en koshuisgebou beskikbaar gestel word, die goedkeuring van die Biblioteekdiens wegdra. Dit beteken dat hierdie organisasie deuren tyd besig is met die keuring van ou skooldienvoorraad sowel as van materiaal wat gratis geskenk of uit skoalfondse aangekoop is.

3. Model-skoolbiblioteek

Die model-skoolbiblioteek is 'n voorligtings-en inligtingsentrum vir skooldienvakarsisse en onderwysers, en selfs vir ouers wat begaan is oor die leesprobleme van hulle kinders. Geleentheid word hier gebied om die boeke op die *Boekegids* voor aankoop na te gaan, die modelkaartekatalogusse en -metodes van organisasie sowel as die voorbeeld van standaard-skoolbiblioteekmeubels te bestudeer en te besigtig. Hiermee gaan die nodige toelighting altyd gepaard.

4. Onderwysersvakansiekursusse in skooldienvakwese

Skooldienvakarsisse, hoofde en onderwysers van skole word jaarliks uitgenooi na 'n vakansiekursus.

Die sesde sodanige kursus word eerskomende Oktober gehou.

Praktiese voorligting in verband met die belangrikste aspekte van skooldienvakorganisasie, t.w. administrasie, klassifikasie, katalogisering, boekekeuring en boekopvoeding word op deurlopende en afgeronde wyse in die model-skoolbiblioteek waar al die nodige apparaat byderhand is, gegee.

Waar skooldienvakwese in Transvaal lank nie meer bloot vereenvoudigde algemene biblioteekwese is nie maar 'n gespesialiseerde vertakking daarvan, is bywoning van hierdie kursusse 'n vereiste ook vir onderwysers wat kennis en ondervinding van algemene biblioteekwese besit.

Weens gebrek aan ruimte is dit ongelukkig nie moontlik om meer as 130 kursusgangers tegelyk

te huisves nie, met die gevolg dat groot getalle aansoeke jaarliks van die hand gewys moet word. Die oorloop moet maar so bes moontlik groepsgewyse op een of twee skooldae gedurende die kwartaal behartig word, d.w.s. namate ander werksamhede dit vir die Biblioteekdiens moontlik maak.

5. Besoeke aan skole

Terwyl voorligting nie slegs by wyse van kursusse nie maar ook voortdurend aan die Biblioteekdiens gegee word, kan egter skaars 'n tiende van die versoekde van skole om voorligting ter plase behartig word. Besoeke moet beperk word tot die dringendste gevalle waar die onderwysbibliotekaris se dan volgens 'n uitgewerkte, tydbesparende stelsel behulpsaam is met die tegniek van skooldienvakorganisasie. Hierby word ingesluit die aan-die-werk-sit van leerlingspanne wat in sowel laer- as hoërskole 'n aansienlike hoeveelheid werk onder toesig kan verrig. Die waarde van leerlinghulp vir die skooldienvak sowel as vir die leerling self is onteenseglik groot.

6. Herbind van boeke en tydskrifte

Die Biblioteekdiens dien as organiserende depot vir die herbind van sowat 50,000 boeke per jaar – 'n diens wat kosteloos aan skole wat hulle toewysings getrou benut sowel as aan onderwyskolleges gebied word. Die herbindskema stel skole in staat om hulle voorraadlewend en bruikbaar te hou, en is dus van die grootste belang vir die hele peil van die skooldienvakorganisasie.

7. Voorsiening en beplanning van skooldienvak-

sale
Daar is vandag min hoërskole wat nie oor 'n ten volle toegeruste biblioteek van 1200 vk. vt. met bykomstige werkskamer beskik nie. Wat laerskole betref, is daar egter 'n groot agterstand wat slegs langsaam uitgedelig kan word met die voorsiening van bibliotekkamers (788 vk. vt.) en werkskamers aan skole met 'n inskywing van minstens 300 leerlinge.

Dit is 'n funksie van die Biblioteekdiens om behoeftes in dié verband onder die aandag van die Departement te bring asook om 'n wakende oog te hou oor die doeltreffende en oordeelkundige toepassing van die standaardbiblioteekplan (tans in hersiening) by elke nuwe of bestaande skool. Oorleg word in bykans elk sodanige geval

met die betrokke en/of Proviniale argitekte gepleeg.

8. Skoolbiblioteekmeubels en ander benodigdhede

Omrede nie alle skole oor nuwe en ten volle toegeruste biblioteke beskik en laasgenoemde ook nie alle benodigdhede soos kataloguskabinnette, boekwaentjies, boekstutte, rakgidse, ens., insluit nie, word sodanige items deur bemiddeling van die Biblioteekdienst en in wisselwerking met die Departement en die Proviniale argitekte gestandaardiseer en verskaf volgens die voorskrifte vervat in die *Katalogus van skoolbiblioteekmeubels en- benodigdhede*, vir die byhou waarvan hierdie organisasie dan ook verantwoordelik is. 'n Bedrag van £25,000 word jaarliks aan hierdie items bestee.

9. Publikasies en film

Afgesien van die gereelde *Boekegids* is die volgende publikasies uitgegee en beskikbaar gestel :

- *Wenke vir die skoolbiblioteek/Suggestions for the school library* (1948).

Dewey-Klassifikasiestelsel vir skoolbiblioteke/Dewey classification scheme for school libraries (1949). Hersiene en verwerkte uitgawe om aan te pas by leerplanbehoeftes verskyn eersdaags.

Boekopvoeding/Book education (1953).

Verder word kort leidrade en wenke in verband met spesifieke aspekte van skoolbiblioteekorganisasie, so bv. katalogisering, periodiek uitgereik.

Die film *Die skoolbiblioteek/The school library*, deur die Filmdiens van die Departement van Onderwys, Kuns en Wetenskap in samewerking met die Biblioteekdienst vervaardig, bied 'n beeld van die integrering van die doelgerigte skoolbiblioteek met die onderwysprogram van die skool. Die bestellnommers op die katalogus van die Filmdiens is SO406 AB (*Die skoolbiblioteek*) en SO418 AB (*The school library*).

10. Voorligting aan Onderwyskolleges

Onderwyskollegebiblioteke in Transvaal is volwaardige professionele instellings. Afgesien van die bibliotekaris en die biblioteekpersoneel is 'n voltydse dosent in biblioteekwese verantwoordelik vir die verpligte kursusse in skoolbiblioteekwese en tree ook op as die eerste hoof van die biblioteek. Omdat onderwysbenadering

-kennis vanselfsprekend noodsaklik is vir die korrelering van die kollegebiblioteek met die onderwysbehoeftes van studente en dosente, moet hierdie persoon in die eerste plek 'n opgeleide onderwyser wees. Dubbele kwalifikasies word egter as uiters gewense beskou.

Doeltreffende biblioteekgeboue bestaande uit 'n biblioteekeenheid (leessaal, werkskamer, magasyn, lesingkamer ens.) is onontbeerlik indien die beoogde doel met die kollegebiblioteek bereik wil word. Sodanige nuwe gebou is reeds etlike jare in gebruik te Pretoria (vergrotting nou nodig), terwyl dié te Johannesburg, Potchefstroom en Heidelberg hopelik eersdaag voltooi sal wees.

Soos in die geval van skole, is daar ook 'n spesiale toewysingstelsel van toepassing op kollegebiblioteke vir die aankoop van voorraad. Die basis van toekenning is soos volg :

- (i) 'n Minimumbedrag van £450 vir elke kollege.
- (ii) 'n Addisionele bedrag van £25 vir elke addisionele 50 studente of gedeelte daarvan bo 'n inskrywing 300 +.
- (iii) 'n Addisionele *ad hoc* bedrag van £100 + 5s. vir elke na-uurse student.

Van die Biblioteekdienst word verwag om die werkzaamhede van die kollegebiblioteke onderling en met dié van die Biblioteekdienst te koördineer, om raad en voorligting te gee en om van sy kant behoeftes en leemtes onder die aandag te bring.

11. Skoolbiblioteekvereniging

Die Biblioteekdienst het die Skool- en kinderbiblioteekvereniging van die Suid-Afrikaanse Biblioteekvereniging (Noord-Transvaalse tak) laat herlewe en omgeskep tot wat in werklikheid vandag 'n wakkere skoolbiblioteekvereniging is. Dit staan in nou verband met die beleid en werkzaamhede van die Biblioteekdienst, en ontvang die steun en belangstelling van die Onderwysdepartement. Die praktiese onderwerpe wat bespreek word en die gebruiklike boek-uitstallings wat daarmee gepaard gaan, dra daartoe by om die peil van die Pretoriase skoolbiblioteke te verstewig. Gedurende die afgelope jaar het gemiddeld 100 onderwysers die vergaderings bygewoon.

Samevatting

Die beeld wat hier van die T.O.D.-Biblioteekdienst voorgehou word, is vanselfsprekend

onvolledig. Dit kan slegs 'n geringe aanduiding gee van 'n immergroeende organisasie met sy velerlei werkzaamhede, terwyl die oogmerke vir die toekoms links gelaat moet word. Aan die ander kant moet die indruk allermin geskep word dat die vooropgestelde ideale reeds verwesenlik is, dat elke onderwyser in Transvaal reeds daarin slaag om sy metodes, sy agtergrond en sy professie deur middel van sy Onderwysbiblioteek dinamies te hou, dat elke skoolbiblioteek reeds die beoogde integreringspeil bereik het, of dat elke leerling reeds vir sy lewe

met die boek toegerus is. Wat wel verkry is, is 'n hegte, suiwere fondament wat in elke oopsig waar en getrou aan die wese van die onderwys en die opvoeding is. Hiervoor is fenomenale statistiek en misleidende vertoon deurgaans gebedik prysgegee, want in die opvoedkunde mag daar geen sprake van kortpaadjies wees nie. Elke middel en elke stap wat na die bereiking van die grootse einddoel lei, moet waaragtige opvoedingswaarde vir elke leerling, student, onderwyser en skool inhoud.

SLOVAKIAN LIBRARIES

FROM the Slovak National Library at Martin we have received two illustrated brochures describing "the past and present of the libraries in Slovakia" and "Slovak bibliography in the past and present". In the former it is stated that "with a population of 3,600,000, Slovakia has 15,420 libraries of a public character, containing about seven million volumes"; of these it appears that nearly ten thousand are school libraries. The writer continues: "The Czechoslovak people's democratic state organs and the Slovak national organs make use of the experiences of the mature Soviet librarianship." The illustrations are illuminating.

THE ACCREDITATION OF LIBRARY SCHOOLS

THE ACCREDITATION of library schools is a subject of lively interest to us in South Africa at the moment. An article in the January, 1956, issue of the *Bulletin* of the British Columbia Library Association deals with some of the problems that arise in this connection in Canada, where library schools have hitherto applied for accreditation to the Board of Education for Librarianship of the American Library Association. Recent changes in the curricula of the American library schools, and notably the granting of the Master's as the first professional library degree, have led to considerable heart-searching on the part of Canadian library educators. There has hitherto been a fair amount of interchange between Canadian and U.S. librarians: but "there may be a time when Canadian librarians will want to have their own system", with consequences affecting their prospects of employment over the border. This, at any rate, is a problem that South African library employers do not have to worry about just yet.

THE DURBAN HIGH SCHOOL MEMORIAL LIBRARY

by

E. STRACHAN

THE HISTORY of the Durban High School Library dates back to the very early days of the School when books were housed in a room in the old school building and placed in the charge of two school prefects. A Reading Room was instituted in April 1901 to which boys subscribed 3d. a month for periodicals. The Library and Reading Room later combined to form the Boarders' Library. In my efforts to discover the history of our Library I found the following in a school magazine of 1918 written under Library Notes : "Small boys till quite recently, seemed to think that the Library was a place in which they could shout and argue at the tops of their voices." Then "Chess has given place to Ping-Pong, and the Hall is full of ardent players every afternoon. The players are very hard on the balls, because of the vigorous hitting..." Also "It is a pity that the present restricted accommodation of the school necessitates the use of the Library as a form-room." Finally : "By the unceasing efforts of the prefects and senior boys to preserve the Library as a peaceful retreat after a hard day's work or a hard hour's play on the Rugby field, comparative quiet has been obtained."

The ideal of having a well-equipped school and reference library and a sanctuary of learning and relaxation began to materialise in 1947, when plans for the new library were under way and the Administration was asked to reconstruct the Old Hall as a Library. As a temporary measure the Library was moved from its Ping-Pong room to the old Masters' Common Room and over £300 was spent in the purchase of new books within four months. The school borrowed Mrs. Barnes from the Durban Children's Library to recatalogue the books and we are most grateful for the hours of hard work she spent in restoring order to our book-stock.

In 1949 the Durban High School Memorial Library (a memorial to boys who fell in the last World War) was opened by the Adminis-

trator of Natal, himself an old boy of the School. Each form in the school collected sufficient to present a piece of furniture to the library. Old Boys contributed most generously to the furnishing of the library, and newspaper stands were presented by *The Natal Mercury*, *The Natal Daily News* and *The Star*. The scheme cost the school £2,300 and the Administration contributes an annual grant of approximately £71. 12s. 6d. for the purchase of books. To this grant is added a subscription of 6s. from each boy which brings in approximately £180, and the annual expenditure for the upkeep of the library is therefore £250 approximately.

The present Library building was originally a gymnasium which was converted to the "Old Hall", then modernized to become our present Library. Many old boys who have not visited the school for a considerable time are quite startled when they enter the Library — some appreciative of the progressive step which has been made — others disappointed that a familiar landmark of their schooldays has been removed. Last week an old boy from overseas viewed the library with consternation when he was unable to show his brother the corner in the gymnasium where he fought Noel Langley!

Each year new interests arise in the school and books have to be bought to satisfy the demands of those boys whose interests have been quickened. It has been rather difficult to cope with the eager demand for war books and those dealing with P.O.W. escapes. The modern soldier is much more articulate than those engaged in earlier wars and it is difficult to keep pace with the spate of books written by returned soldiers. The latest books such as *The Sea Wolves* and *The First and the Last* are written by the Germans Wolfgang Frank and Adolf Galland and tell the story of World War "from the other side". The boys are deeply intrigued by being able to read of the war from the viewpoint of the enemy.

Our treasured copies of Marloth's *Flora of*

South Africa and other presentations to the library of natural history books, music and art, are kept from the shelves. The Library is in need of a glass cabinet to house our more valued books — at present these are kept in a locked cupboard and are lent only to those boys who ask for them at my counter.

A trip to Ingwavuma organized by the Native Wild Life Protection Society and the other activities of that body provided a stimulus to many boys to read books on natural history, particularly those dealing with ornithology.

There have been requests from boys for studies of Shakespearean characters and other criticisms of plays being read for Matriculation Certificate. Books written on modern poetry and notes on poems being studied, interior decoration, and books on South African architecture are other requests.

Books on sport are in great demand and underwater spear-fishing has as many enthusiastic readers as have cricket, rugger and athletics. Last winter we had to meet an insistent demand for rugby books and cricket books, for the interest of many boys was stimulated by the fact that the visit of the British Lions rugby team to this country coincided with our cricketers' tour of the United Kingdom. One of the smallest boys in the School asked me for a book on ice-hockey rules and told me that he was a member of the Tomahawks Ice Hockey Team — even the Icedrome serves as an incentive for reading.

The School, having just completed a new Arts Block, has revived an interest in music and art, and the greater part of last year's grant was spent on building up the music and fine art shelves.

During school hours there are frequent S.O.S.'s from the staff for quotations, pictures of geographical interest, dates in history, biographical facts amongst many others, and the staff and I derive mutual benefit from this service.

Whitaker's Almanac, the *Statesman's Year Book*, the *South and East Africa Guide* and the *Official Yearbook of South Africa* are useful guides to a number of queries on current affairs.

The boys are allowed to suggest books for the library, and books written about flying saucers, and others written on true adventures

of the sea, war stories and detective novels are an indication of their interests. After a deputation from the boys I purchased Dale Carnegie's *How to win friends and influence people*, and this is being rapidly handed round the School!

The fiction books in the library are arranged in alphabetical order under their authors. Our stock of novels ranges from school stories for boys to adventures such as those written by F. W. Dixon, to the less fantastic adventures written by Percy F. Westerman, Capt. W. E. Johns, and the wild west stories of Zane Grey and Fran Striker; to the detective yarns of Conan Doyle and Sapper, and Leslie Charteris, Agatha Christie and several by Peter Cheyney. Hammond Innes and Nevil Shute excite the imagination of most boys, while on the romantic side we find Cecil Roberts, Philip Gibbs, Warwick Deeping and even Georgette Heyer. The classics are also on our shelves; they are read occasionally, but in the mind of a schoolboy fall into the category of another school textbook.

Our Afrikaans section is poor but we have a number of books on order, and I am sure this selection of new novels will be an incentive for boys to read and be interested in their other language.

Current affairs are featured in all shades of opinion. Daily papers of the Transvaal and Natal are prominently displayed. The *London Times*, the *Manchester Guardian*, the *Contemporary Review*, the *Twentieth Century*, and the *Round Table* echo political views from across the seas. The *Intelligence Digest* gives a summary of events in almost every country of the world. In contrast the *Outspan*, the *Huisgenoot*, and the *Wide World* present light relief from the world's problems. The *Sphere* and *Popular Mechanics* are of interest to everyone in the School. The *Countryman* and the *National Geographic* are amongst others, and *Punch* is ever popular.

Photographs for display are borrowed from the United Kingdom Information Office and pictures of the latest productions in mechanical engineering always prove of interest (e.g. Farnborough Air Display).

Stock is taken twice annually and there is a general overhaul of every book in the library at the end of year. Any book with book-worm is disinfected.

THE MARITZBURG COLLEGE WAR MEMORIAL LIBRARY

by

H. SHERWOOD

TOOTHCOMING the records of Maritzburg College for the actual date of establishment of a library, I found little substantial information. Our sturdy set of the *Encyclopaedia Britannica*, I notice, has the publication date 1883. Presumably it was presented to us some short time after this. Incidentally, it is still in use to-day. (We have, of course, modern smaller encyclopaedias but have never managed to beg, buy or steal a more recent edition of the *Britannica*.)

In 1888 the first mention is made of books being presented to the school. (These are also still in the library.) The presentation consisted of two volumes of a monograph on *South African butterflies* by Trimen and Bowker. Quite a ceremony was made of the occasion, the volumes being handed over by Sir Theophilus Shepstone himself. The books were described by the headmaster at the time as follows : "It is a work of indefatigable research and great technical skill, and as such is probably unrivalled in any quarter of the globe."

Nothing was said, however, of the volumes being added to the library (although judging by their condition to-day they may have been kept in a glass case), but mention is made at this time of a Prefect who was also Librarian. There must, then, have been a library of sorts, but where it was housed and how it was run is a mystery until 1910.

In this year of grace (1910) Mr. R. D. Clark presented his own personal library of some 2000 books to the school. Mr. Clark was an amazing little Scotsman who arrived, with his books, in Maritzburg in 1879 to take up the post of headmaster at Maritzburg College, then known as Maritzburg High School.

From the age of eleven when he won the Kincardineshire County Association's Arithmetic Prize his life seems to have been a series of fellowships, scholarships, first class honours and universities. He had been a Medallist of Edinburgh University and a distinguished classical scholar at Oxford, a student at a

German University and in Italy, and for some time immediately before coming to South Africa he had been Assistant Professor of Latin at Edinburgh.

Actually, he was offered a choice of posts at either Durban or Pietermaritzburg, but despite his full education, was very hazy as to the whereabouts of either, or even of the Colony of Natal. Accordingly he consulted an encyclopaedia and found that "Durban was on the coast and semi-tropical, but Maritzburg was on the breezy uplands". This description led him to choose Maritzburg and to distrust encyclopaedias ; for later in his memoirs he states : "I chose Maritzburg, and have often since, when a hot wind was blowing, sighed in vain for those breezy uplands." From the librarian's viewpoint I think this an amazing example of the influence of a book on a person's life, for Mr. Clark was to make Maritzburg his permanent home until his death in 1917.

Having recovered from the shock of finding that his "school" was a room filled with 25 boys, and his "staff" a red-haired Scotsman with a cork leg, Mr. Clark set about moulding this unpromising material into one of the finest schools in Natal.

He dismissed the Scotsman for teaching incorrect Latin grammar, employed a former missionary in his place, and divided the room with a green curtain just for a start. *Implicit obedience* was then enforced (and Mr. Clark did not hesitate to cane young farmer's sons of 6½ feet, though he himself was only 5 ft 5 ins and slight of build). Languages took first place in the school curriculum and cadets came second.

The idea was inculcated into every boy's head that it was his duty to die for his country if his country required him to do so (and many have since bravely done so in the Zulu War, the South African War, the two world wars and the Korean War).

Under the guidance of this energetic man

the *High School Manuscript Magazine* was started in 1888. It has continued (no longer in manuscript, but printed since 1889) up to the present day and makes most interesting reading, reflecting as it does the influence of history on the daily lives of the boys of each generation.

Mr. Clark also made his mark on the adult community. Among other activities he held weekly Literary-cum-Social Reunions and was always in great demand for Billiards at the Victoria Club. Of the Literary-cum-Social Reunions, Mrs. Russell, who later wrote *The Land and its story* was one of the leading lights.

During 1885-86 Mr. Clark returned to England for the purpose of "prosecuting his legal studies". He was called to the Bar and the very next day, having accomplished what he set out to do, this brand new barrister-at-law, packed his law books and boarded a ship bound for Africa and the school he had left behind him.

Until 1902 Mr. Clark and the school continued to lead a most eventful life, especially during the South African War when the new school building was used as a military hospital. Then in 1902 Mr. Clark retired. During his retirement he wrote a little book called *Anecdota: or random recollections* of the Maritzburg High School and College. This is a witty book, entertaining and interesting even to those who have no connection with the school.

As can be imagined, the books collected by this man for his personal library covered a wide variety of subjects. Those subjects in which he had specialized were especially well represented. Among his law books are some valuable volumes, while the very full literature section contains the classics of English, French, German, Latin and Greek besides a few volumes of various other languages. Some books written by Natalians were dedicated to him and rare works, such as Bird's *Annals of Natal*, are to be found in the South African History section. He collected everything from the *Meditations* of Marcus Aurelius to *Mansfield Park* by Jane Austen, from *Grimm's Fairy tales* in German to a book on how to treat servants, but I have yet to discover why he wanted to read *Life in an Anglican Nunnery*.

When he gave these books to the school, College returned the compliment by housing them in a fine room and giving him a special key so that he could visit the library and browse amongst his books whenever he felt

inclined to do so. The library was then named the Clark Library and these books became the foundation on which the library grew.

A marble bust of Mr. Clark was erected in the library in 1914 and I think it rather tickled his sense of humour to see himself in marble before he turned to dust - a privilege not given to many. Only three years later Mr. Clark died, but the Library like Topsy "just grew" until there was little room for new accessions and less for readers.

Various masters and prefects had, added to their normal duties, the task of librarian, but the only aid to a choice of books was a register arranged in a quaint system of classification and boldly called *The Catalogue*. This catalogue had the frustrating habit of bumping one subject into another and then stating "see 10 pages further on". The library seems to have been run very efficiently all the same, as losses were very few.

In 1946 it was decided that a fitting memorial to the 120 past scholars who had been killed in the Second World War would be a new library. The sum of £7,000 was needed. Two thousand pounds of this was donated by the Natal Provincial Administration and the rest was raised in less than six years by sheer hard work (organizing fêtes etc.) on the part of the pupils, masters, parents and Old Collegeians.

Plans were drawn up by the Provincial Architect in conjunction with the headmaster of that time and the newly-formed library committee. One corner was especially planned to house the bust of Mr. Clark and the books originally presented by him.

On 24th November, 1952, the Maritzburg College War Memorial Library was opened and dedicated but it was not until August 1953 that a full-time librarian was appointed. From this date the re-organization of the library began. Much "weeding" was done and a simplified Dewey Classification scheme introduced. All this was done under the guidance and with the help of Miss H. M. Hurley, Organizer of School Libraries in Natal.

Like all re-organizing this created problems of its own. For example, the biographies had no sooner been classified at 920 than it was found that the pupils shied away from the word biography and in any case would look for a man under his subject (e.g. Fleming under medicine, and Keats in the poetry section). It was also soon discovered that an author index

alone for fiction was little help to the boys, and titles had to be added as well.

It is estimated that the re-organization will take at least two more years to complete as its progress is impeded by the more pressing current routine.

In the meantime good use is made of the library. Issues are influenced, of course, by the form a boy has reached (sixth-formers being too busy with Matriculation to read much), the weather, the approach of the examinations and the amount of homework, but the average number of books read per boy per month is 3·8. Approximately 130 boys enter the library each day and every effort is made to help them in the choice of books. This has to be done with subtlety as they will not read anything thrust at them. Book lists are therefore placed in strategic places in the library, dust jackets are kept in spare plastic magazine covers for the boys to page through and find out about the books, displays are made as interesting as possible and renewed every two weeks, book reviews are done by the boys for the school's monthly newspaper and the librarian and staff give personal guidance whenever the opportunity arises. Co-operation between the librarian and teachers is helping to connect the library with the school work. For example, a display on South America in the library is made to coincide with a lesson on South America by the Geography or History master.

£175 is spent on the purchase of new books each year and many donations are received from boys, masters and interested bodies. The Abe Bailey Trust have lately given us 89 new Afrikaans books for which we are most grateful. Our total bookstock is just on 8000 volumes and there is space on the shelves for more than double this amount, while seating accommodation is available for 74.

The reading taste of the boys is fairly high in comparison with the average small public library. Only two out of 529 boys read an excess of Westerns, while the few juniors (aged 12) who do start out on Biggles and the *Hardy Boys* soon branch away to more substantial books. The greatest number of issues come from the Travel, War and Applied Science sections.

Maritzburg College Library owes much to the dead for, apart from the fact that it was built in memory of the fallen, many items of furniture including a beautiful teak display-board-cum-periodicals-rack-and-cupboard and an electric clock were donated in memory of College Boys now passed away. This link with the past, however, adds no gloom to the building. In fact the force of youth, full of energy, ideas and enthusiasm creates in the library a unique atmosphere of subdued liveliness.

SURVIVAL BOOKS

IN 1955 the University of Kansas Library organized an exhibition of "books which have survived Fire, the Sword and the Censors". The Catalogue of this exhibition is not only an excellent example of its kind; it is also a grim record of "man's inhumanity to man". Works censored or destroyed range from Holinshed's *Chronicles* and Prynne's *Histrio-Mastix* to James Joyce, Victor Hugo, Walt Whitman and "Robin Hood"(!). *Alice in Wonderland* is said to have been banned in the Hunan Province of China in 1911 on the ground that "animals should not use human language", and that it "was disastrous to put animals and human beings on the same level".

AFRIKAANSE LITERATUUR VAN DIE TWEEDE KWARTAAL VAN 1956

deur

D. L. EHLERS

LETTERKUNDE

Beukes, G. *Verkiesing sonder politiek.* Van Schaik.

'n Grappige toneelstuk waarin die draak gesteek word met die Afrikaner se voorliefde vir politiek en sport. Geen fyn humor nie, maar nogtans sal dit in die smaak val van mense wat 'n genoeglike aand wil deurbring.

De Klerk, W. A. *Agtien man en 'n meisiekind.* Nas. Boekhandel.

'n Geskiedkundige spanningsverhaal waarin 'n ekspedisie onder die beroemde kommandant Tjaart van der Walt op die Oosgrens tussen die naturelle gaan soek na 'n blanke meisie – die enigste oorlewende van 'n gestrande skip. Ontspanningslektuur van goeie gehalte wat oud en jonk behoort te geniet.

Eybers, E. *Die helder halfjaar.* Constantia.

'n Digbundel uit die hand van 'n digteres van hierdie formaat moet altyd verwelkom word. Die digteres se uiters sobere en strenge vor-mbeheersing om die gevoel in haar gedigte in min maar helder woorde te kristalliseer, dwing bewondering af, maar tog is dit asof daar 'n meganiese koudheid in sommige van haar verse insluip wat die indruk laat asof die warme, lewende mens nie daarin aanwesig is nie.

Jonker, I. *Ontvlugting.* Culemborg.

'n Fraai klein bundeltjie van 'n nuwe digteres. Alhoewel die gewone jeuggebreke nog baie van die verse aankleef, klink 'n suiever stem vol belofte tog hier en daar op. Die uitgewer moet geluk gewens word met die keurige versorging van die bundel.

Liebenberg, A. M. M. *Sarie Marais vertel.* Van Schaik.

'n Ou moeder vertel in 'n reeks brieue aan haar dogter van haar ondervindinge in die

Anglo-Boereoorlog. Die boek lees vlot en die verhaal is in gemoedelike luim geskryf.

Louw, N. P. van W. *Maskers van die erns.* Afrikaanse pers.

'n Bundel opstelle meestal oor kulturele onderwerpe in die pragtige prosa wat 'n mens van hierdie digter kan verwag. Hierdie boek wat kan dien as 'n prikkel tot suwer denke, behoort in elke openbare en skoolbibliotheek beskikbaar te wees.

Louw, N. P. van W. *Die „mens“ agter die boek.* Nas. Boekhandel.

'n Huldigingsbundel van twaalf opstelle oor die filosofie van letterkundige kritiek uitgegee by geleentheid van die skrywer se vyftigste verjaarsdag. Dit is die eerste keer dat hierdie onderwerp in boekvorm in Afrikaans behandel word en alhoewel 'n mens dit verwelkom dat die uitgewers hierdie pragtige bundel die lig laat sien het, kan jy nie help om jou teleurstelling uit te spreek dat slegs 300 eksemplare daarvan gedruk is nie. So min is die liefhebbers van die goeie Afrikaanse boek ten ene male nie.

Marshall, J. *Elmboë op die tafel.* Afrikaanse pers.

Hierdie vertaalde verhaal word hier slegs vermeld omdat dit welkome afwisseling bied temidde van tallose soetsappige liefdesverhale wat deesdae in Afrikaans verskyn. Hier is nou weer 'n grappige boek wat gesonde vermaak sal verskaf.

Mooi loop: *Bantoe-keurverhale.* Afrikaanse pers.

'n Bloemlesing met inleiding van G. H. Franz van Afrikaanse verhale waarin die Bantoe die hoofrol speel. Die verhale het almal reeds in boekvorm verskyn. Hierdie bundel laat 'n mens besef hoe 'n belangrike plek die Bantoe met die verloop van tyd reeds in die Afrikaanse letterkunde ingeneem het.

Opperman, D. J. *Blom en baaierd.* Nas. Boekhandel.

Dit is nie nodig om oor die verdienstes van hierdie digter uit te wei nie. In hierdie bundel handhaaf hy sy hoë standaard en dit moet eenvoudig in elke openbare biblioteek in die land wees. Dit word dikwels beweer dat Afrikaanse skrywers nie die implikasies van ons rassevraagstuk in hulle werke behandel nie. Hierdie digter deins egter nie vir hierdie tema terug nie.

Rabie, J. S. *Een-en-twintig.* Balkema.

Een-en-twintig prosastukke deur 'n jong skrywer wat 'n aantal jare in Europa deurgebring het. Die bundel is van 'n insiggewende inleiding voorsien deur Uys Krige. Hierdie boek verteenwoordig 'n verrassende vordering op die skrywer se vorige werk en die wyse waarop hy die soepele Afrikaanse taal hanteer, plaas hom meteens tussen die voorste skrywers van Afrikaanse prosa. Hierdie bundeltjie is myns insiens die belangrikste prosawerk van die tydperk onder bespreking. Ek wil vertrou dat die skrywer, noudat hy sy regte rigting ontdek het, ons letterkunde spoedig verder sal verryk.

Roux, A. P. *Die sterwende stad.* Tafelberg-uitgewers.

'n Vlot-geskreve verhaal oor die verval van die magtige Karthago. Die verhaal, wat uitstaan bokant die gemiddelde Afrikaanse onspanningsleesstof wat deesdae verskyn, is vernuftig gebou en die spanning word end-uit volgehou. 'n Mens mis egter daarin die dramatiese atmosfeer van die geweldige gebeure en die grootsheid van die tyd waarin die karakters hul beweeg. Nietemin 'n gawe verhaal wat 'n mens hoë verwagtings van hierdie skrywer laat koester.

Van Blerk, H. S. *Die tollenaar van Tiekiendraai.* Afrikaanse pers.

Die skrywer wend 'n ernstige poging aan om 'n aanneemlike roman te skryf oor 'n man wat op 'n dwaalweg beland en hom dan uit-eindelik reg ruk. Omdat hy in plaas van direkte beelding waarin die karakters deur hulle optrede tot die leser spreek, breedvoerige sielkundige uiteensettings verstrek, het hierdie poging nie geslaag nie.

GODSDIENS

Heyns, J. A. *Karl Barth.* Sacum.

Karl Barth is een van die beroemdste teoloë van ons tyd. Elkeen wat in die huidige geestelike strominge belangstel, behoort kennis te maak met hierdie kort opsomming van Karl Barth se werk en rigting.

Oberholster, J. A. S. *Die Gereformeerde kerk onder die kruis in Suid-Afrika.* H.A.U.M.

'n Proefskrif vir die graad Ph. D. aan die Universiteit van Kaapstad. Die interessante verskynsel in ons kerkgeschiedenis van individuele gemeentes wat in verset kom teen die leer van die amptelike kerk, word op deeglike wyse nagegaan.

Piek, H. J. *Die kerk se skatte.* N. G. kerk-uitgewers.

'n Beknopte oorsig van al die inrigtings wat deur die N.G. kerk in stand gehou word, asook kort lewenssketse van individue wat hulle spesiaal in die rigting beywer het. Die boekie sal veral nuttig gebruik kan word vir naslaandoeleindes.

Stoker, H. G. *Praktiese Calvinisme.* Pro Regepers.

Vyf radiopraatjies wat die skrywer in 1955 gelewer het. Hy probeer om in duidelike taal die Calvinistiese lewens- en wêreldebekouing uiteen te sit. Vir iemand wat 'n goeie begrip van die Afrikanervolkskarakter wil vorm, is kennis van die Calvinisme onontbeerlik.

Vorster, J. D. *Kerkregtelike ontwikkeling van die Kaapse kerk onder die Kompanjie, 1652-1795.* Pro Regepers.

'n Proefskrif vir die graad Th. D. aan die Potchefstroomse Universiteit waarin 'n bekende Kaapse kerkman die verhouding tussen kerk en staat asook die verhouding tussen die Kaapse kerk en die kerk in die moederland behandel.

SIELKUNDE

Kraan-Van den Burg, G. en Bult, K. J. *Moeder vertel my tog.* N. G. kerk-uitgewers.

Die verhouding tussen moeders en dogters word openhartig bespreek en baie aandag word

gegee ouers

Roux

Die psigol in Su weter 'n pro belan

Van K

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gegee aan geslagsvoorligting. 'n Boek wat alle ouers sekerlik sal verwelkom.

Roux, A. S. *Alkoholisme*. Van Schaik.

Die eerste ondersoek na die sosiologiese en psigologiese implikasies van alkoholisme wat in Suid-Afrika verskyn het. Hierdie deeglike wetenskaplike ondersoek na die grondslae van 'n probleem waarin so baie persone en liggamme belangstel, moet allerwee verwelkom word.

P O L I T I E K

Van Rooyen, J. J. *Die Nasionale party*. Kaaplandse Nasionale party.

'n Goed gedokumenteerde geskiedenis van die Kaaplandse Nasionale party vanaf sy ontstaan in 1914 tot 1955. Hierdie boek is die eerste van sy soort in Afrikaans. Ek wil hier die hoop uitspreek dat mense wat die tyd en toegang tot die nodige dokumente het, hierdie voorbeeld sal navolg en dat ons ook die geskiedenis van die ander politieke partye in Suid-Afrika in boekvorm sal kry. Die nageslag en toekomstige navorsers sal daarvoor dankbaar wees.

L E W E N S - E N R E I S B E S K R Y W I N G S

Cronjé, M. *Botie van Magwero*. N. G. Kerkuitgewers.

Ook in ons eeu kom daar nog pragvoorbeelde voor wat die geloof in die inherente goedheid en offervardigheid van die mens versterk. So iemand is mej. Ella Botes, M.B.E., wat met

byna ongelooflike deursettingvermoë waardevolle pionierswerk op die sendingstasies van die N.G. kerk in Noord-Rhodesië gedoen het.

Joubert, E. *Water en woestyn*. Dagbreek.

Die skryfster vertel op heel interessante wyse hoe sy al langs die Nyl af gereis het vanaf sy oorsprong tot by Alexandrië. Sy het haar indrukke en reaksies op spontane, ongekunstelde wyse te boek gestel. Sy lê 'n lewendige aanvoeling vir menslike verhoudings en waardes aan die dag.

Loubser, F. *Land van die kokerboom*. Afrikaanse pers.

'n Bolandse noocentjie wat in 1928 op Kakamas gaan onderwys gee het en haar sedertdien permanent daar gevestig het, vertel in brieve aan haar ouers hoe sy onder die bekoring van daardie geweste gekom het en ook van die stoere pioniers wat die onherbergsame wêreld in 'n lushof omskep het.

V E R T A L I N G S

Baillie, J. *Ons oë na die berge*. Naweekpos.

'n Boekie met gebede wat met aantreklike foto's geillustreer is.

Peale, N. V. *Dink reg en oorwin*. Naweekpos.

'n Vertaling van die bekende treffer *The power of positive thinking*.

Robinson, E. *Lawrence van Arabië*. Van Schaik.

Een van die ouer boeke oor hierdie veelomstrede figuur wat onlangs weer hewige polemiek uitgelok het.

RECENT SOUTH AFRICAN PUBLICATIONS IN ENGLISH

by

R. B. ZAAIMAN

FICTION

Bloom, Harry. *Episode.* Collins.

A passion-provoker, on the one hand for critics of race-relations in South Africa who will find in it much grist for the mill, and on the other for the critics of the critics whose blood will run cold at what they may consider "pogrom propaganda." Whether this story of a race-riot is seen as broadsheet or analysis, it certainly contains much taut and effective writing.

Fagan, H. A. *Ninya.* Faber.

Judge Fagan's report on social, ethical, and legal conditions on the other side of the moon stimulates the intellect more than it does the imagination. For there are no monsters in Ondya, and no Things : if anything is surprising, it is that the Ondyans are not more like us than they are. Like most Utopias, Ondya is a land of smiles and social hygiene : Civic Duty (embracing Ethics) is the chief subject taught in schools, and Ondyans do not waste time on honeymoons or similar frivolities. Unlike most Utopias, Ondya has its troubles too ; even here there are racialists and class-friction. *Ninya* should appeal to a wide circle of readers, most of whom will be glad to return to earth. (Reviewed by James Grieve.)

Goldman, Maurice. *Duiker Bay.* Ark.

A book of less promise than his first (*The bend in the road*, written under the pseudonym K. Hendriks), with clichés, philosophical flat-footedness and occasional sparkling insight. At Duiker Bay, where men are men or maniacs and love leads to murder. We still expect a really good book from Mr. Goldman, in which he writes about people rather than ideas.

Kops, Harold. *Veld, city and sea.* Dassie books.

A collection of stories, which though the themes may be good, are told in a perfect monotone.

Mayne, Fred. *The slaughter of an innocent ; a book of laughter.* C.N.A.

Some really funny pieces are to be found in this "packet of pea-nuts." Mr. Mayne contributes to *Punch*. Recommended.

Sowden, Lewis. *Kop of gold.* A.P.B.

Fun is poked all round as gold is discovered on common ground between two warring but recently reconciled backveld villages. Good light reading, though the tone leans to the hearty.

Wiener, Margaret. *The breathing city.* Dassie books.

An occasionally heavy-handed light romance.

RACE RELATIONS

Steward, Alexander. *You are wrong, Father Huddleston.* Culemborg. 113 p., illus.

An overall picture of the condition of the coloured person in South Africa is presented to show that Father Huddleston's criticisms should be seen against action taken to benefit the Bantu. Parts of the book are marred by indifferent thought and hasty writing, and sometimes the author appears sorely out of touch with the habits of the critical liberal mind, which he is addressing. The latter half of the work, however, seems to state the case for the Government policy fairly, and discusses the progressive intention behind such legislation as the Bantu Education Act and the Bantu Authorities Act.

CRIME

Craig, Dennis B. and Parkes, Brian. *Drama in diamonds ; the story of the Oppenheimer jewel theft.* Beerman. 176 p., illus.

A most readable account of the whole affair.

EDUCATION

Redgrave, J. J. and others. *'Neath the tower; the story of the Grey School, Port Elizabeth, 1856-1956.* Timmins, 177 p., illus.

This history will interest even those readers who have but a misty recollection of having heard the name of Grey School before. The men of strong personality who built up this famous school, and some of their charges, are to be met in all but flesh and blood in this centenary volume.

ART

Dronsfield, John. *Fifteen African improvisations.* Janda (limited ed. of 120 copies). 15 unbound plates, 14½ by 17 inches, in folder.

Black and white pen-drawings based on African design, with a strongly European spiritual content. Generally acknowledged as some of artist's best work. A page of introduction with biographical notes by Denis Bullough accompanies the plates.

SPORT

Scott, R. W. H. and McLean, T. P. *The Bob Scott story.* Timmins, 209 p., illus.

The happy and intelligent reminiscences of this great New Zealand full back, who played from the war years till 1954. Of the All Black tour of South Africa in 1949 he is firmly of the conviction that a formal complaint should have been lodged against the poor refereeing, but otherwise he enjoyed it. The last quarter of the book contains a discussion of Scott by McLean, ace sports writer, and a description of the 1953-54 tour of England.

DRAMA

Butler, Guy. *The Dove returns; a play in three acts.* Balkema. 82 p.

The South African war, tragic for the vanquishers because of their loneliness, and or the vanquished because of their bitterness,

and their ultimate reconciliation, is the theme. The English characters are considerably more alive than are the Boers, who remain close to allegorical figures. On the whole it is a sensitive statement in blank verse which often achieves real beauty.

LOCAL DESCRIPTION

Eliovson, Ezra and Eliovson, Sima. *Johannesburg, the fabulous City.* Timmins. 80 p., illus.

Seventy-seven photographs of remarkably good quality and wide variety, giving an all-round impression of the activities and views of the city. The text is adequate. Photographs by Ezra, a well-known photographer in Johannesburg, and text by Sima.

Peacey, Bettie. *Glory of the Cape; a pictorial review of Cape Town and the Cape Peninsula.* Balkema. 56 p., illus.

This is photographically the best of recent productions on Cape Town. The 56 photographs, mostly by Waalko Dingemans, lack richness in tone but cover a wide field and are well thought out. The text is slight.

BIOGRAPHY

Cresswell, Margaret. *An epoch of the political history of South Africa, in the life of Frederic Hugh Page Cresswell.* Balkema. 174 p., illus.

Mrs. Cresswell writes wisely and entertainingly about her late husband who at the turn of the century entered South African politics to end Chinese mine labour, joined the South African Labour Party and led it to its peak when it won 18 seats in 1924. This followed on a pact which in that year brought the National Party into power for the first time and gave Mr. Cresswell the portfolio of Defence and Labour. He initiated much enlightened labour legislation and achieved the founding of Iscor. Did he also break the Labour Party? Mrs. Cresswell loyally believes: no. Recommended also for sidelights on important political figures, including Generals Smuts and Hertzog, during an era of great change.

Lessing, Christoffel. *Forth from the dungeon.* Dagbreek. 202 p., illus.

Up to his early thirties the author spent a large portion of his life in reformatories and jails, then gained equilibrium and set out to follow a normal life. The juvenile and adult delinquent as shown here seems to be as complete a mystery to himself as to the rest of society. In this case his unreasoning and unreasonable sensitivity to the slightest upset starts chain-reactions of uncontrollable offences, during which he holds desperately to the saving thought that this is not his real self. In his autobiography Mr. Lessing perhaps deals too extensively with the culpability of society with little attention to the fact that similar exterior circumstances may produce quite different personalities.

Newdigate, Katherine. *Honey, silk and cider; a life portrait of Henry Barrington.* Balkema. 190 p., ports.

Henry Barrington arrived in South Africa in 1838, bought part of George Rex's original estate at Knysna, proceeded in a hard-working way to tame the land, and died in 1882. It was the age of experimentation, and the title refers to some of the commodities which Mr. Barrington tried to produce. His lack of success in these and other farming ventures, the exertion of building a hardly-ever-to-be-completed sawing-mill, and the strain of keeping a proper grip on his family, turned him sadder but no wit wiser. His diary and correspondence gathered in this volume reflect Victorian life and thought on the frontiers, characteristics which to moderns have a touch of romance.

PLACE-MARKERS

THE JOURNAL *Books* published by the National Book League includes in its July-August 1956 number a short article on the John Rylands Library in Manchester, and another, by a librarian, on objects found as book-marks in library books. He quotes in this connection the reference in Helen Waddell's *Beasts and Saints* to a certain Holy Man who had three creatures to minister to his wants - a cock, a mouse and a fly. The first had the duty of crowing at night to awaken him to Lauds. The job of the mouse was to tickle him in the mornings to arouse him to fulfil his holy vows. "Yet scarcely less remarkable was the office of the fly. For when the man of God had leisure to read his Holy books, the fly would trot up and down his codex; and should someone call him, or he had to go about other business, he would instruct the fly to sit down upon the line at which he halted, and to keep his place until he should return to continue his interrupted reading; which the fly would infallibly do. Marvelous are these condescensions of the grace of God."

GUIDE TO THE WITS LIBRARY

THE UNIVERSITY of Witwatersrand Library has issued a brief guide to the Collections, services and conditions of membership of the Library. A sketch-plan of the Main Library is included, and an outline to the main subjects classified by L.C. Intended primarily for undergraduate readers, the guide is clearly written, and two pages are obligingly provided for the reader's own notes.

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